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ABSTRACT

This business education curriculum model contains elementary, middle/junior high, and high school business education courses for Iowa students in the following areas: accounting, basic business, information processing, marketing, and general topics. A curriculum model provides specific courses for different educational levels. Each area contains units, and within each unit, the following may be included: introduction, course objectives, competencies, course content, teaching strategies, and references. Accounting units include recordkeeping, accounting I, and accounting II. Basic business units are as follows: introduction to business, consumer economics, business mathematics, and business law. Information processing includes five units: keyboarding, word origination, computer applications, business procedures, and business and office education. Marketing units include the following: principles of marketing, sales and promotion, entrepreneurship, marketing education, and a marketing education-related class. General topics are as follows: advisory councils, area education agencies, articulation, career education, certification, community colleges, continuing education, equity, Iowa Curriculum Assistance System, methods of instruction, multioccupations, prehigh school, professional organizations, program evaluation standards, public relations, small schools, special needs, student organizations, and training demands. (NLA)

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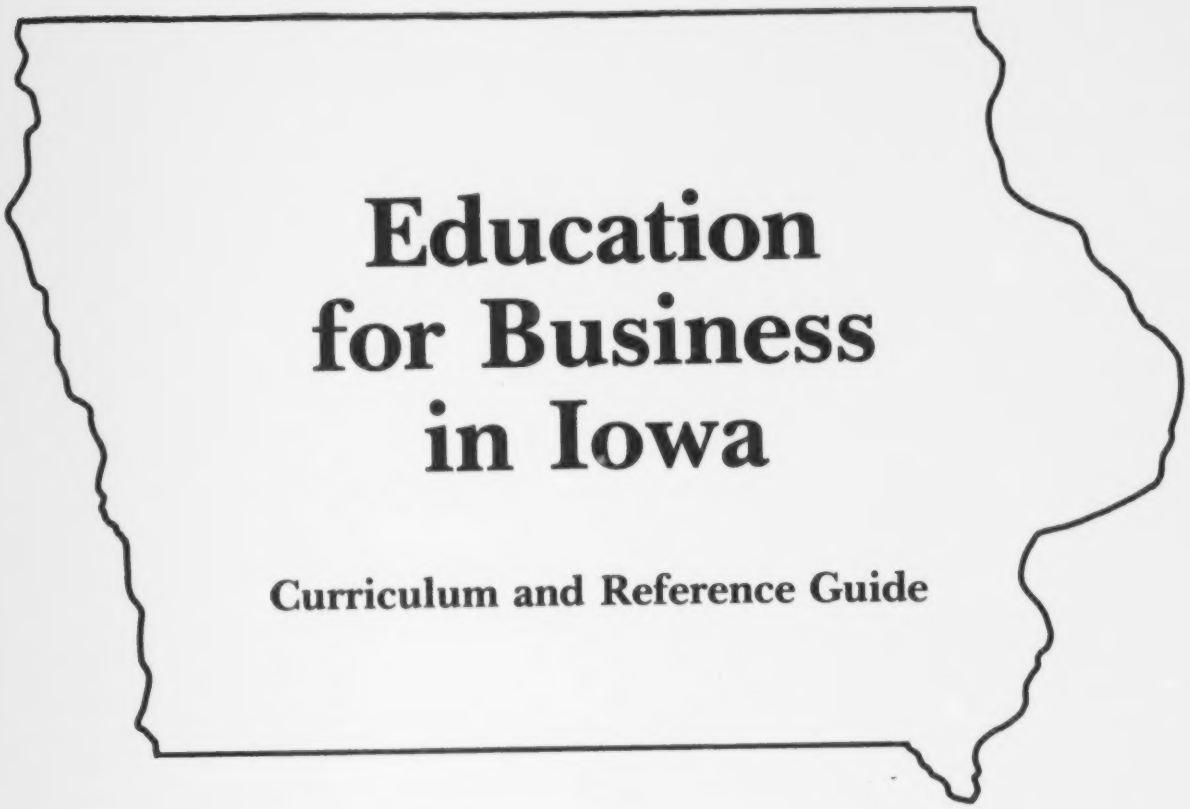

Education for Business in Iowa

Curriculum and Reference Guide

Sponsored

by

Iowa Department of Education
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EDUCATION FOR BUSINESS IN IOWA

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CONTENTS

CADRE FOR BUSINESS EDUCATION IN IOWA 1

BUSINESS TECHNICAL COMMITTEE 2

WRITING TEAM MEMBERS 3

NBEA Policies Commission Statement: This We Believe 5

BUSINESS EDUCATION CURRICULUM MODEL 7

ACCOUNTING

- RECORDKEEPING 9
- ACCOUNTING I 11
- ACCOUNTING II 15

BASIC BUSINESS

- INTRODUCTION TO BUSINESS 19
- CONSUMER ECONOMICS 22
- BUSINESS MATHEMATICS 24
- BUSINESS LAW 25

INFORMATION PROCESSING

- KEYBOARDING
  - ELEMENTARY KEYBOARDING 29
  - SECONDARY KEYBOARDING 30
  - FORMATTING 31
  - TEXT EDITING 32
- WORD ORIGINATION
  - SHORTHAND 35
  - COMPUTER SHORTHAND TRANSCRIPTION 36
  - NOTETAKING 37
  - MACHINE TRANSCRIPTION 39
  - BUSINESS COMMUNICATION 40
- COMPUTER APPLICATIONS
  - COMPUTER LITERACY 43
  - WORD PROCESSING 45
  - SPREADSHEETS 46
  - DATABASE 48
  - GRAPHICS 50
  - DESKTOP PUBLISHING 51
  - COMPUTER PROGRAMMING 52

BUSINESS PROCEDURES 55
BUSINESS AND OFFICE EDUCATION
PREPARATORY CLASS 57
RELATED CLASS 58

MARKETING

PRINCIPLES OF MARKETING 61
SALES AND PROMOTION 64
ENTREPRENEURSHIP 65
MARKETING EDUCATION 68
MARKETING EDUCATION RELATED CLASS 68

GENERAL TOPICS

ADVISORY COUNCILS 73
AREA EDUCATION AGENCIES 74
ARTICULATION 76
CAREER EDUCATION 79
CERTIFICATION 86
COMMUNITY COLLEGES 87
CONTINUING EDUCATION 89
EQUITY 94
IOWA CURRICULUM ASSISTANCE SYSTEM (ICAS) 103
METHODS OF INSTRUCTION
COOPERATIVE 104
SCHOOL STORE 114
SIMULATION 114
MULTI-OCCUPATIONS 115
PRE-HIGH SCHOOL 119
PROFESSIONAL ORGANIZATIONS 120
PROGRAM EVALUATION STANDARDS 125
PUBLIC RELATIONS 125
SMALL SCHOOLS 127
SPECIAL NEEDS 130
STUDENT ORGANIZATIONS 145
TRAINING DEMANDS 148

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A STATEMENT BY THE POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

THIS WE BELIEVE ABOUT THE FUTURE OF BUSINESS EDUCATION

As technological advancements continue to revolutionize education and the work place, business educators face one of the most exciting and challenging periods in the history of business education! Never have business educators had such a tremendous responsibility to move in new directions. These directions include:

- Expanding areas of teaching expertise
- Preparing students and retraining workers for changing work requirements
- Incorporating new course content
- Developing new educational delivery systems
- Creating new strategies for teaching traditional courses
- Maintaining a human perspective in a technological environment
- Establishing communication networks
- Expanding and diversifying research projects and activities

Future Directions for Business Education

A futuristic approach to the development and/or revision of the business education curriculum is essential at every educational level. Therefore, **WE BELIEVE THAT** the business education curriculum must

- Reflect emerging technology such as voice-reproduction systems, electronic mail, networking, teleconferencing, and voice-activated equipment.
- Include such concepts as the electronic cottage, ergonomics, robotics in the work place, satellite communications, and expert systems and artificial intelligence.
- Incorporate concepts that teach workers to function effectively in a high-tech environment.
- Reflect the ethical dimensions of such issues as computer security, software rights, copyright protection, information integrity, and invasion of privacy.
- Incorporate input from business and other community sources.
- Reflect the findings and implications of relevant research.

In addition, **WE BELIEVE THAT** business education curriculum must reflect the impact of computers in the world of work and society in general. Therefore, **technology literacy and keyboarding must be required of all students and must be taught by educators who are well-trained in the specific methodology.**

Since the "information explosion" and industry's demand for increased productivity require workers to meet higher expectations, **WE BELIEVE THAT** the business education curriculum should include increasing emphasis on:

- Refining traditional communication skills of writing, speaking, listening, and reading
- Expanding and improving computational skills
- Identifying and solving problems
- Developing critical thinking, reasoning, and decision-making skills
- Improving and refining interpersonal skills

Besides capitalizing on emerging trends and technologies and emphasizing basic skills, **WE BELIEVE THAT** the business education curriculum must continue to provide a strong foundation in such traditional areas as accounting, basic business, business communication, business law, consumer economics education, data and information processing, economics, management, marketing, and office support systems. These areas will continue to be an important part of the curriculum, although some will need to be presented using different delivery systems such as microcomputers, modular course offerings, interactive video, and software simulations.

Because of the very rapid growth in entrepreneurship, **WE BELIEVE THAT** the business curriculum must provide more opportunities to develop the knowledge and skills needed to establish and manage a business.

Further, **WE BELIEVE THAT** business student organizations must remain an integral part of the business curriculum because these organizations provide opportunities for students to develop leadership skills.

WE BELIEVE THAT the business curriculum should be based upon recognized standards of excellence and the findings of current research so that

- Quality programs can be assured
- Accountability can be demonstrated
- Articulation can be achieved

As we move in new directions, business educators must identify components of the business education curriculum that can be integrated into the total curriculum. **WE BELIEVE THAT** business educators have many opportunities to develop new courses and enrich existing ones by using an interdisciplinary approach. Business educators can become more active participants in the total academic process and thus improve the overall image of business education.

Finally, **WE BELIEVE THAT** business teacher education programs must meet national standards of excellence. The business teacher education curriculum must be structured to include new developments in subject matter, emerging applications of instructional technology, and meaningful opportunities for work experience and internships.

Roles and Responsibilities

The following groups have a responsibility to ensure that business education programs respond effectively to these challenges:

- **Business educators** must become involved in planning and developing curriculum based on research; learn the technologies appropriate to their teaching responsibilities; maintain an awareness of change and its impact on careers; become involved in local, state, and national issues; participate actively in business, community, and professional organizations; and emphasize the interdependence of business and economic institutions around the world.

- **Teacher educators** must provide leadership in conducting and applying research to assure that all instruction is based on valid knowledge about teaching and learning, new concepts, and technological and cultural developments in the work place. Teacher educators must demonstrate new competencies in operating equipment and teaching new technological skills; develop methodologies that parallel the growth of emerging and changing directions of business; provide leadership for all business educators; and become aggressive advocates for maintaining business teacher education programs.

- **School administrators** must provide professional development opportunities for business educators, provide adequate financial support to business education programs, support the expeditious approval of needed business education curriculum change, and encourage and support flexible scheduling and innovative course offerings.

- **Professional organizations** must provide leadership to identify and address concerns of business education; develop, communicate, and promote the organization's position on those concerns; foster research in business and business education; establish and participate in communication networks for the dissemination of information; and sponsor conferences, seminars, and meetings for the professional growth of members.

- **Business personnel** must support business educators by providing input on existing programs. In addition, they should serve on advisory committees, participate in faculty loan or exchange programs, provide faculty and student internships, and support programs and research through funding.

- **Publishers** must demonstrate an awareness of the changing business environment, work with teachers to identify educational needs, and respond to those needs.

BUSINESS EDUCATION MUST RESPOND RAPIDLY TO CHANGE, AND ALL GROUPS MUST WORK COOPERATIVELY TO FACE THE NEW CHALLENGES AND OPPORTUNITIES WITH OPTIMISM. WE BELIEVE IN THE FUTURE OF BUSINESS EDUCATION AND OUR ABILITY TO RESPOND POSITIVELY!

BUSINESS EDUCATION CURRICULUM MODEL

ELEMENTARY BUSINESS EDUCATION

Keyboarding (15-20 hours per year)
Word Processing (10-15 hours per year) (Beginning 4th grade)

MIDDLE/JUNIOR HIGH SCHOOL BUSINESS EDUCATION

Keyboarding/Typing (grades 6-8; semester)
Computer Literacy/Applications (grades 6-8; semester)
Introduction to Business (grades 6-8; semester)

HIGH SCHOOL BUSINESS EDUCATION

Recordkeeping (10, 11, or 12; semester/year)
Accounting I (11 or 12; year)
Accounting II (11 or 12; year)
Introduction to Business (9 or 10; semester/year)
Consumer Economics (11 or 12; semester/year)
Business Mathematics (10, 11, or 12; semester)
Business Law (11 or 12; year)
Keyboarding (10, 11, or 12; semester/year)
Formatting (10, 11, or 12; semester)
Text Editing (10, 11, or 12; semester)
Shorthand (11 or 12; year)
Computer Shorthand Transcription (Unit; 11 or 12; 24 hours)
Notetaking (11 or 12; semester)
Machine Transcription (Unit; 11 or 12; 15 hours)
Business Communications (11 or 12; semester)
Computer Literacy (9 or 10; semester)
Word Processing (9 or 10; semester)
Spreadsheets (Unit; 3-9 weeks/semester)
Database (Unit; 6-9 weeks/semester)
Graphics (Unit; 3-5 weeks)
Desktop Publishing (Unit; 3-5 weeks)
Computer Programming (semester)
Business Procedures (12; semester/year)
Business & Office Education--Preparatory (11; semester/year)
Business & Office Education--Related (12; year)
Marketing (11 or 12; year)
Sales and Promotion (11 or 12; semester)
Entrepreneurship (semester)
Marketing Education--Related (12, year)

ACCOUNTING

Accounting is the language of business. All business persons should have a knowledge of the accounting process in order to function properly in the business world. The purpose of an accounting program at the high school level is to provide a good foundation for those students desiring to enter the business world at an entry-level accounting position or continue their education at a post-secondary institution. A well-designed high school accounting program will provide the student with the basic accounting principles needed to understand the typical business problems encountered in an accounting system. In addition, the accounting program should provide for ample opportunity to practice the basic accounting skills.

The accounting program should provide the student with a broad background of business-related courses. A majority of the businesses in Iowa, as well as throughout the United States, are classified as small businesses. Businesses of all sizes continue to use a variety of traditional bookkeeping and accounting systems that utilize computer applications. Students entering the accounting profession today should possess computer skills and be familiar with the automated accounting systems.

All students need to know and understand what is required to operate a business and to understand how the various components of the business relate to each other.

With the use of computers, a person employed in accounting will be required to input data with a computer keyboard; all accounting students should be required to take a keyboarding course (including ten-key).

Computer literacy is an essential part of everyone's environment. An accounting student must understand how a computer works and how the computer is used in a business setting.

The accounting curriculum needs to provide the student with a basic understanding of both economic principles and practical consumer economics; due to the fact that changing economic conditions can cause a business to experience financial growth or difficulties.

Even though the majority of the accounting principles remain unchanged from year to year, a well-designed accounting program would include the following courses:

Ninth grade:	Basic Business and Keyboarding/Word Processing.
Tenth grade:	Business Mathematics, Business Communications, and Business Computer Applications.
Eleventh grade:	Economics and Accounting I.
Twelfth grade:	Business Law and Accounting II.

CAREER OPPORTUNITIES

The demand for bookkeeping and accounting personnel continues to expand. Bookkeeping and accounting personnel must possess knowledge of computers and software as well as computer operations and applications in business. Labor statistics indicate that the white-collar labor force will continue to grow and become the majority of the work force in the United States. The high school accounting student will be qualified for entry-level accounting or bookkeeping positions, but the real demand is in the professional accountancy area. For those students who desire to become a professional accountant, they must plan to continue their education so that they will qualify for positions in professional accounting. All indications point to excellent opportunities in professional accounting careers.

RECORDKEEPING

Introduction

This course is designed to acquaint students with the proper procedures of keeping personal records and a variety of entry-level clerical positions. It may be offered for one or two semesters in grades 10, 11, or 12. Communication skills of reading, writing, speaking, spelling, and vocabulary are all important parts of the recordkeeping process.

While business organizations are increasingly employing computer applications in their operations, it is also recognized that many smaller businesses may not be able to economically justify computer usage in many areas; this course needs to be a combination of manual and computer applications.

Course Objectives

By the end of the term the student should be able to:

1. Keep records neatly, legibly, and accurately.
2. Do all processes related to a checking account.
3. Work with a variety of business forms.
4. Employ a variety of basic computation and clerical skills used in entry-level positions.
5. Communicate, both verbally and written, clearly and accurately using standard terminology.
6. Incorporate the use of calculators and computers when applicable.
7. Work with a cash system of recordkeeping.
8. Complete sales slips, invoices, and payrolls.
9. Journalize and post to maintain accounts receivable and accounts payable.
10. Begin the double-entry accounting system.

Course Content

I. Personal Recordkeeping

A. Recordkeeping basic skills
   1. Comparing names, numbers, and addresses
   2. Arranging numbers and dates
   3. Improving handwriting
   4. Filing business papers

B. Recordkeeping for banking
   1. Writing checks
   2. Recording receipts
   3. Using a check register
   4. Endorsing checks
   5. Reconciling bank statements
   6. Analyzing bank service charges
   7. Maintaining a checking account

II. General Cash Recordkeeping Procedures

A. Recordkeeping for cashiers
   1. Preparing and recording receipts
   2. Proving cash in cash registers
   3. Preparing cashier's daily reports
   4. Making bank deposits
   5. Preparing tally sheets and deposit slips

B. Recordkeeping for petty cash
   1. Writing petty cash vouchers
   2. Classifying business expenses
   3. Recording petty cash vouchers
   4. Maintaining the petty cash fund

III. Business Recordkeeping

A. Recordkeeping for retail sales clerks
   1. Completing the sales slip
   2. Computing sales tax
   3. Maintaining records for charge customers
   4. Adjusting sales returns and allowances
   5. Preparing statements of account
   6. Using a three-column customer account

B. Recordkeeping for stock clerks
   1. Keeping stock record cards
   2. Preparing purchase requisitions
   3. Keeping a record of incoming goods

C. Recordkeeping for a purchasing department
   1. Preparing price quotations cards
   2. Preparing purchase orders
   3. Checking purchase orders
   4. Keeping records of purchases on account
   5. Using a three-column creditor account
   6. Recording entries in a purchases journal and accounts payable ledger
   7. Using a cash payments journal
   8. Using a purchases returns and allowances journal

D. Recordkeeping for a wholesale department
   1. Preparing sales invoices
   2. Keeping records of customers' accounts
   3. Recording sales returns and allowances
   4. Using a sales journal
   5. Using a sales returns and allowances journal
   6. Preparing statements of account

E. Recordkeeping for a payroll department
   1. Processing time cards
   2. Computing wages
   3. Using a payroll register
   4. Using wage computation tables
   5. Computing overtime
   6. Recording wages
   7. Computing social security taxes
   8. Determining withholding taxes

9. Compiling other deductions
10. Preparing the payroll
11. Maintaining a record of employee's earnings

IV. Introduction to the Elements of Accounting

A. Using the basic accounting equation

B. Using debits and credits

C. Journalizing source documents

Teaching Strategies

1. Get forms from local businesses.
2. Ask area business people to speak about skills needed for prospective employees.
3. Employ games when possible--Monopoly is adaptable for both single-entry and double-entry recordkeeping.
4. Use source documents.
5. Visit local businesses.
6. Promote pride in neatness and legibility.
7. Encourage further work in business courses appropriate for each student.
8. Provide students with a proper foundation for accurate and consistent personal recordkeeping.
9. Provide students with an understanding of how recordkeeping fits into the entire accounting system.
10. Provide individualized instruction for those students identified with special needs.

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Lasselle, Richard C., Recordkeeping: The Total Concept, 2nd edition. Houghton Mifflin Co., 1987.

ACCOUNTING I

Introduction

Both large and small business organizations use accounting to function efficiently. It is imperative that accounting reflect details of business transactions, measure profitability, and provide a basis for making managerial decisions.

The world of accounting is changing and the source documents and accounting records are now computer-generated and computer-processed. Even the terminology is changing in today's accounting offices. Students entering the world of accounting need to be familiar with these changes and the progress they have brought to this career. Computer literacy should be an integral part of the high school accounting course; students need to be adequately prepared for the accounting office of today and the future. Also, skills are needed to acquire a background essential to meet and anticipate the wide range of accounting, computing, clerical, and data processing jobs rather than on training for a specific job.

Even though the duties involved in accounting work have changed, the traditional instruction of learning the "why" as well as the "how" must be continued. Understanding the accounting principles and concepts is more important than performing repetitive manual work. This must be reinforced with realistic applications.

Typically, Iowa high schools operate on a semester system and offer a comprehensive one-year course, with classes meeting one period each day. The Accounting I program of instruction must be flexible due to the fact that conditions and standards vary from school to school in terms of class period length, student ability, and school district philosophy. There are several textbooks and other accounting materials available to allow teachers the flexibility to provide students with the competencies that they will need in their careers or in advanced study.

Course Objectives

By the end of the term, the student should be able to:

1. Understand the educational requirements and career opportunities in accounting.

2. Describe the major types of business organizations in a private enterprise economy and how accounting procedures differ for each type of business.
3. State and explain the fundamental accounting equation.
4. Complete each step of the accounting cycle through the completion of the financial statements for all major types of business organizations manually as well as with an automated accounting system.
5. Find and correct errors in both a manual and automated accounting system.
6. Prepare checks, reconcile bank statements, and record the necessary entries.
7. Complete the accounting procedures for a merchandising business.
8. Prepare payroll and record the required entries.
9. Prepare simple income tax reports.
10. Complete business simulations for the major types of business.
11. Demonstrate the ability and understanding of an automated accounting system.
12. Recognize the advantages of an automated accounting process compared to a manual accounting process.

Course Content

Understanding the accounting cycle is the basis of a first year financial accounting course. The primary approach is toward understanding the accounting principles and concepts for profit motivated businesses. Since all businesses use the same basic principles of accounting, first-year accounting students need to study the accounting cycle for a sole proprietorship, partnership, and corporation.

I. Accounting in a Private Enterprise Economy

A. Career opportunities

B. Principles and concepts

II. Service Business--Sole Proprietorships

A. Starting an accounting system
   1. Explaining assets, liabilities, and owner's equity
   2. Preparing a balance sheet
   3. Journalizing the opening entry
   4. Opening the general ledger accounts
   5. Posting to the general ledger accounts

B. Recognizing changes caused by business transactions
   1. Effect on the accounting equation
   2. Effect on the expanded accounting equation

C. Analyzing transactions into debit and credit parts
   1. Getting accounts to balance
   2. Analyzing transactions affecting assets, liabilities, and owner's equity
   3. Analyzing transactions affecting revenue and expenses

D. Journalizing transactions in a journal

E. Posting to the general ledger

F. Preparing a work sheet

G. Completing the accounting cycle
   1. Preparing financial statements
      a. Income statement
      b. Balance sheet
      c. Capital statement
   2. Closing the ledger
      a. Adjusting entries
      b. Closing entries
   3. Preparing post-closing trial balance

H. Completing other banking activities
   1. Opening checking accounts
   2. Reconciling a bank statement
   3. Recording bank service charges

I. Using automated accounting
   1. Starting an automated accounting system
   2. Using an automated accounting system

III. Merchandising Business--Partnership

A. Journalizing
   1. Purchase of merchandise
   2. Cash payments

3. Sales of merchandise
4. Cash receipts

B. Posting from journal
   1. General ledger
   2. Subsidiary ledgers
   3. Proving the accuracy of posting

C. Using automated accounting--recording and posting

D. Preparing a work sheet

E. Preparing financial statements
   1. Income statement
   2. Net income or net loss statement
   3. Capital statement
   4. Balance sheet

F. Completing, adjusting and closing entries

G. Using automated accounting--end-of-fiscal-period work

IV. Merchandising Business--Corporation

A. Using special journals
   1. Purchases journal
   2. Cash payments journal
   3. Sales journal
   4. Cash receipts journal
   5. General journal

B. Using automated accounting--recording and posting business transactions

C. Completing end-of-fiscal-period work
   1. Distribution of income to stockholders
   2. Work sheet
   3. Financial statements
      a. Income statement
      b. Statement of stockholder's equity
      c. Balance sheet
   4. Adjusting and closing entries
   5. Post-closing trial balance

D. Using automated accounting -- end-of-fiscal-period work

V. Payroll

A. Completing the payroll register
   1. Payroll taxes
   2. Time cards
   3. Payroll checks
   4. Employees' earnings records

B. Recording journal entries

C. Reporting withholding and payroll taxes

D. Paying the liabilities for payroll taxes

VI. Uncollectible Accounts Receivable

A. Using the direct write-off method

B. Estimating bad debts expense

C. Writing off uncollectible accounts receivable

D. Collecting written-off accounts receivable

VII. Plant Assets and Depreciation

A. Buying and recording plant assets

B. Figuring depreciation expense--straight-line method

C. Plant asset records

D. Valuation accounts

E. Adjustments for depreciation

F. Disposal of plant assets

VIII. Promissory Notes

A. Interest and maturity dates

B. Notes payable

C. Notes receivable

IX. Accruals

A. Accounting for accrued revenue

B. Accounting for accrued expenses

X. Voucher System

A. Preparing vouchers

B. Completing a voucher register

C. Completing a check register

XI. Petty Cash System

A. Establishing a petty cash fund

B. Paying from a petty cash fund

C. Replenishing a petty cash fund

D. Recording petty cash short or over

XII. Inventory System

A. Controlling the quantity of the merchandise inventory
   1. Periodic inventory
   2. Perpetual inventory

B. Determining the cost of merchandise inventory
   1. First-in, first-out method
   2. Last-in, last-out method
   3. Weighted-average method

C. Estimating the value of merchandise inventory
   1. Lower of cost or market method
   2. Gross profit method

XIII. Income Tax

A. Taxpayers rights and responsibilities

B. Personal Form

C. Business Form

D. Computerized income tax preparation

Teaching Strategies

1. Bring realism into the accounting class. Introduce examples of the accounting practices of business firms and other organizations. Relate these examples to the topics being studied. Field trips to business firms and speakers from business add interest and realism to the courses.
2. Vary your teaching procedures.
3. Review previous chapters or related topics before proceeding to a new topic. Summarize material covered during and at the conclusion of the presentation.
4. Make sure the students master the rules for debiting and crediting accounts.
5. Make extensive use of the chalkboard, overhead projector transparencies, and flash cards to teach, reinforce learning, summarize, and review.
6. Teach students to analyze each transaction before journalizing the entry to accomplish the necessary changes in the accounts.
7. Evaluate frequently to measure the progress of your students and to discover problem areas.
8. Help students to expand the student's business vocabulary.
9. Stress proper business procedures and good business attitude.
10. Move about the classroom checking that all students are doing the work correctly.
11. Incorporate the use of computerized applications in accounting when possible.
12. Provide individualized instruction for those students identified with special needs.
13. Evaluate computer hardware and software on its capabilities and its applications to accounting and other business courses.
14. Secure a LCD (liquid crystal display) computer display device to use with the overhead.
15. Stress that students must have an understanding of manual accounting before working with the computer.

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Contact your Area Education Agency for additional resources.

ACCOUNTING II

Introduction

Whether students are eventually employed by small business concerns or by large corporations, they will undoubtedly encounter accounting principles and concepts as the foundation of all business activity. The desire to become knowledgeable about this important subject for general education purposes is a valid reason for enrolling in Accounting I.

Accounting II, however, should focus on specific needs and interests of students. Accounting II is a vocationally oriented course designed for students who desire an entry level position upon graduation from high school or for those who pursue a post-secondary education in business. This course must include: an introduction to careers in the accounting profession; partnership and corporation accounting; duties of specialized accounting positions; and basics of automated accounting.

Accounting II is designed for two semesters of work. Before enrolling in Accounting II, the student must have successfully completed one year of Accounting I.

Course Objectives

By the end of the course, the student should be able to:

1. Understand job classifications and terms related to career planning in accounting.
2. Understand the duties and educational requirements of entry-level and advanced-level positions in accounting.
3. Understand the different forms of business organization, their advantages, and their disadvantages.
4. Understand the relationship of assets, liabilities, and capital as an extension of the basic accounting equation.
5. Understand applications of basic accounting concepts.
6. Use special journals.
7. Post information to a four-column general ledger.
8. Understand accounts receivable and accounts payable subsidiary ledgers.
9. Understand steps and forms involved in end-of-fiscal-period closing.
10. Understand how to figure and record payroll information.
11. Understand accounting adjustments for uncollectible accounts, plant assets, notes payable, prepaid expenses, accrued expenses, notes receivable, unearned revenue, and accrued revenue.

12. Understand the concepts of cost accounting as applied to a merchandising business.
13. Understand the concepts of cost accounting as applied to a manufacturing business.
14. Understand accounting for corporations.
15. Understand accounting for partnerships.
16. Understand how to use inventory planning and valuation.
17. Understand the purpose for planning and controlling a budget.
18. Understand how to make decisions using accounting information from financial statements.
19. Understand how to use a voucher system.
20. Understand the basic concepts of automated data processing systems for a departmentalized business.
21. Understand recording and posting of business transactions in automated accounting.
22. Understand end-of-fiscal-period work in automated accounting.
23. Understand how to use spreadsheets and apply them in accounting practice.
24. Hypothesize the effects of changing financial conditions through the use of an electronic spreadsheet.

Course Content

I. Accounting Careers and Concepts

- A. Basic accounting careers
- B. Forms of business organization
- C. Basic accounting concepts

II. Departmentalized Accounting

- A. Special journals
  1. Purchases
  2. Purchases returns and allowances
  3. Cash payments
  4. Sales
  5. Sales returns and allowances
  6. Cash receipts
- B. General ledger
- C. Subsidiary ledgers
  1. Accounts receivable ledger
  2. Accounts payable ledger
- D. Period-ending closing
  1. Subsidiary ledgers
  2. Work sheets
  3. Financial statements
  4. Adjusting and closing entries
  5. Post-closing trial balance

III. Figuring and Recording Payroll Information

- A. Payroll register
- B. Employee's net pay
- C. Employee's earnings record
- D. Payroll entries
- E. Payroll tax liabilities

IV. Accounting Adjustments

- A. Uncollectible accounts
  1. Direct write-off method
  2. Allowance method of recording bad debts expense
- B. Plant assets
  1. Buying plant assets
  2. Depreciation
  3. Disposing of plant assets
  4. Property tax
- C. Notes payable
- D. Prepaid expenses
- E. Accrued expenses
- F. Notes receivable
- G. Unearned revenue
- H. Accrued revenue

V. Cost Accounting

- A. Merchandising Business
  1. Revenue transactions
  2. Cost transactions
  3. Expense transactions

4. End-of-fiscal-period work

B. Manufacturing Business
   1. Inventories
   2. Cost records
   3. Records for materials
   4. Records for work in process
   5. Records for finished goods
   6. Transactions
   7. End-of-fiscal-period statements

VI. Accounting Systems

A. Corporation accounting
   1. Organization
   2. Acquiring additional capital
      a. Capital stock
      b. Treasury stock
      c. Corporate bonds payable
   3. Financial analysis and reporting

B. Partnership accounting
   1. Organization
   2. Financial reports

VII. Management Accounting

A. Planning inventory and valuation

B. Budgeting, planning, and control

C. Using information to make decisions

D. Analyzing financial statements

VIII. Using a Voucher System

IX. Automated Accounting Systems

A. Basic automated accounting
   1. Initializing a system for a departmentalized business
   2. Recording and posting business transactions
   3. Preparing end-of-fiscal-period work

B. Spreadsheets

Teaching Strategies

1. Bring realism into the accounting class. Introduce examples of the accounting practices of business firms and other organizations. Relate these examples to the topics being studied. Field trips to business firms and speakers from business add interest and realism to the course.
2. Vary your teaching procedures.
3. Review previous chapters or related topics before proceeding to a new topic. Summarize material covered during and at the conclusion of the presentation.
4. Make extensive use of the chalkboard, overhead projector transparencies, and flash cards to teach, reinforce learning, summarize, and review.
5. Teach students to analyze each transaction before journalizing the entry to accomplish the necessary changes in the accounts.
6. Evaluate frequently to measure the progress of your students and to discover problem areas.
7. Help students to expand the student's business vocabulary.
8. Stress proper business procedures and good business attitude.
9. Move about the classroom checking that all students are doing the work correctly.
10. Incorporate the use of computerized applications in accounting when possible.
11. Provide individualized instruction for those students identified with special needs.
12. Computer hardware and software should be evaluated on its capabilities and its applications to accounting and other business courses.
13. Secure a LCD (liquid crystal display) computer display device to use with the overhead.
14. Stress that students must have an understanding of manual accounting before working with the computer.

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Accounts Payable Clerk. Boston: Houghton Mifflin Co.

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Contact your Area Education Agency for additional resources.

BASIC BUSINESS

Basic business courses are courses in the business area that should be a part of the general education of all students. These courses should be taken by the student who is interested in a business-related career as well as the college-bound student and the vocationally oriented student. These courses will give the learner personal and societal economic knowledge which will enable him/her to function both as a consumer and a citizen in our American society.

Courses often considered a part of a school's basic business program include Introduction to Business, Consumer Economics, Business Mathematics, and Business Law. In addition to specific course content, each of these courses often addresses generic content such as human relations skills and career information.

In many schools, Introduction to Business may be one of the first business courses (with the exception of Keyboarding) a student is exposed to at the secondary level. Thus, it is critical that the content, class atmosphere, and teaching-learning strategies be positive and generate a motivating experience for students. This introductory course must "turn students on" to the world of business and the other courses available to them in this discipline. This can be achieved in part by varying and adapting the specific content covered and the methods used in order to meet the needs of the specific learner population. Keep in mind, however, how vital the enthusiasm and attitude of the teacher are in all courses, but are even more critical in this introductory course.

There are many other courses which would be helpful to the learners so that they would benefit even more from the primary courses previously mentioned. Among many others, these might include Keyboarding, Computer Literacy, Accounting, Business Communications, a course in the Principles of Marketing and Management, and a course in Business/Computer Applications. Although there may be some overlap in some specific areas in the various courses, basic business courses should help the learners become more aware of their rights, responsibilities, and duties as American citizens and consumers. It would be feasible to check with other disciplines and with others in your business education department regarding overlap.

The late 1980s have seen fluctuating interest and inflation rates, continued high unemployment, recessions, and a major upheaval in the United States Stock Market. It is essential that students understand these types of economic predictors and know how to cope with the circumstances so they can best function in society and make everyday decisions regarding their personal economic activities. Being able to understand, appreciate, preserve, and improve the American enterprise system are vital responsibilities of each American citizen. Our economy is ever-changing, but the fundamentals and principles by which it functions will always remain the same.

Emphasis in course content may, as a result of economic conditions and current circumstances, fluctuate from one period of time to another. It is wise for the teacher to keep abreast of economic changes taking place in the state as well as nationally and seek to incorporate current happenings in basic business courses. Frequent use of appropriate community resources will help keep the learner's interest high and will reflect the feelings, concerns, and changes that an individual community is seeing and/or experiencing.

Upon completion of the basic business courses, students should be equipped to function more effectively as American citizens and consumers. For the learners who wish to continue their education, these courses should give them a solid foundation for courses that need to be taken at the post-secondary level. It will be beneficial both to the students who wish to continue in the field of business and to the students who wish to pursue other areas of learning.

INTRODUCTION TO BUSINESS

Introduction

Introduction to Business is a basic business course explaining the role of business in our present-day economic system. This course should be offered in either grade 9 or 10 for one semester with a two-semester option.* Since this is often the first business course for many students, the course

content should look at our free enterprise system in the three possible roles a student plays: as a worker, as a consumer, and as a citizen in the economy. The course should give a solid basis for those students considering further study in business as well as offering useful and practical aspects of living to students not intending further business studies. The course design should help all students to become wise consumers, good citizens, efficient employees, and thoughtful voters while contributing to the development of their total economic understanding.

Course Objectives

By the end of the term the student should be able to:

1. Develop an acceptable vocabulary of business and economic terms and concepts.
2. Understand the advantages and disadvantages of the four main types of business organizations.
3. Differentiate between services available from commercial banks, savings and loans, credit unions, and small finance companies.
4. Identify the three factors by which credit worthiness is determined and the characteristics of different types and sources of credit.
5. Explain and compare the various types of savings investments in terms of safety, liquidity, and rate of return.
6. Understand the advantages and disadvantages of home ownership and the types of mortgage credit available for single and family residences.
7. Identify the basic cost/benefit relationships of the major provisions in life, health, property, and casualty insurance policies.

*8. Explain their responsibility of maintaining records for income tax purposes and filing procedures.

*9. Name and describe various consumer protection agencies and organizations at federal, state, and local levels.

*10. Know the qualifications that employers look for in job applicants.

Course Content

I. The Economic System

- A. The nature of the free enterprise system
- B. You and the private enterprise system
- C. Capitalism vs. Socialism vs. Communism
- D. Measuring our economic progress

II. Nature and Form of American Business

- A. Sole Proprietorship
- B. Partnership
- C. Corporation and Cooperative
- D. Why businesses succeed and fail
- E. Trends in marketing
- F. World trade and our economy

III. Using Banking and Financial Services

- A. Type of major financial institutions
- B. Selection and uses of checking accounts
- C. Electronic funds transfer systems (EFTS)
- D. Checking account reconciliation
- E. Using other banking services

IV. Consumer and Installment Credit

- A. Determination of credit worthiness
- B. Building a personal credit history; applying for credit
- C. Comparing credit costs; calculating annual percentage rates; shopping for credit
- D. Major sources of credit
- E. Positive and negative aspects of credit
- F. Credit reporting agencies and bureaus
- G. Types of installment credit
- H. Use of retail and bank credit cards

I. Provisions of major credit protection legislation

V. Savings and Investments, Stocks, Bonds, and Mutual Funds

A. Getting the most for your money

B. Types of investment institutions and savings accounts

C. Stocks and bonds

D. Other investments

VI. Real Estate and Other Housing Alternatives

A. Reasons for choosing to rent or buy

B. Types of housing alternatives

C. Knowledge of leasing provisions

D. Landlord/tenant responsibilities

E. Advantages of mortgage financing; contract for deed financing

F. Condominium and townhouse ownership

G. Mobile home living and purchasing

H. Government real estate programs

I. Investment

VII. Insurance

A. Term insurance versus whole life insurance; types of life insurance policies

B. Basic life insurance policy provisions

C. Forms of health insurance and income coverages

D. Types of liability coverages

E. Basic homeowners and automobile insurance coverages

F. Social Security, Medicare and other government-supported programs

VIII. Federal and State Income Tax*

A. Understanding income tax systems

B. History of Internal Revenue Service

C. Filing individual income tax returns, selecting the necessary forms

D. Keeping appropriate tax records

E. Determining the use of itemized deductions with Form 1040

F. Availability of tax guides and aids

G. Discussions of income tax audits by State and Federal Agents

H. Public financing

IX. Making Consumer Decisions*

A. The consumer in our economy

B. The wise and informed consumer

C. Protecting your consumer rights

X. Preparation for Careers*

A. Availability of careers

B. Selecting a career

C. Finding a job

D. Loyalty to your career

XI. Government and Labor in Private Enterprise*

A. Government and business

B. Government spending

C. Taxes

D. Labor and business

Teaching Strategies

1. Supplement text with outside related materials.
2. Prepare transparencies and locate visual aids . . . many films are available through government agencies at no cost.

3. Provide opportunities for skits, role playing, or debates with a statement like: "You should never make a purchase if you cannot pay for it immediately with cash."
4. Review material available from local credit institutions and agencies.
5. Review local newspaper ads and have class determine a consumer purchase and method of payment involving choices of several types of credit availabilities.
6. Set up a field trip to the local "Better Business Bureau" or retail credit reporting agency.
7. Invite guest speakers from the community as resource people.
8. Create games, puzzles, case studies, and simulations associated with test materials.
9. Have the class set up a typical annual budget for a family of four with one full-time wage earner and one part-time wage earner with earnings approximating the average family income of the area.

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CONSUMER ECONOMICS

Introduction

An economics course should give students an understanding of how our economic system works. This should include studying basic economic principles and economic systems. In consumer economics, the emphasis will be on the consumer. After introducing the student to the basic principles, the course will cover topics important to a consumer operating within our economic system. Students need to be knowledgeable in the areas of insurance, banking, credit, consumer protection, and housing prior to making real-life decisions. These days, many students are making these decisions while in high school.

While studying these units, students need to understand how government, business and consumer economic decisions influence prices and wages. The basic economic principles need to be reviewed in each unit. Bringing newspaper and magazine articles into the classroom (consumer credit, banking, housing) can stimulate discussion on how our nation makes economic decisions.

Consumer economics is recommended to all students as a full-year class. However, at least a one-semester class should be taken by all juniors or seniors.

Course Objectives

By the end of the term, the student should be able to:

1. Develop a fundamental literacy about economics and the economic problems in our country.
2. Develop an understanding of how economics affects our everyday life.
3. Develop an understanding of economic systems other than our own.
4. Develop money management skills such as budgeting, borrowing, spending, savings, investing, and insuring.
5. Develop an understanding of consumer protection. This would include a unit on advertising, government, and consumer protection agencies, contract, and credit.

Course Content

I. **Economic Principles and Theory**

- A. Basic principles of economics
  1. Economic terms
  2. Wants and needs
  3. Opportunity costs
  4. Three basic economic systems
- B. Problems in our economic system

C. Decision-making in our economic system
   1. Circular flow of goods and services
   2. Gross national product
   3. Government subsidy

D. Law of supply and demand
   1. Supply and demand
   2. Buyers' market and sellers' market

II. Consumer Protection in Our Economy

A. Advertising
   1. Advantages and Disadvantages
   2. Analyzing Advertisements
   3. Advertising media and influence

B. Aids and protections
   1. Government agencies
   2. Consumer agencies

C. Legal relations
   1. Elements of a contract
   2. Remedies of a buyer/seller
   3. Mechanic's lien

III. Banking and the Consumer

A. Money and consumer credit
   1. Purchasing power
   2. Types of consumer credit
   3. Secured and unsecured loans
   4. Installment credit

B. Banks and banking systems
   1. Federal Reserve System

C. Banking services and loans
   1. Checking accounts/reconciliation
   2. Clearing checks

IV. Consumer and Money Management

A. Budgeting
   1. Fixed and variable payments
   2. Statement of net worth

B. Investing
   1. Bonds and stocks

V. Consumer and Insurance Protection

A. Property and liability insurance
   1. Homeowners policy
   2. Automobile policy

B. Life insurance

C. Health insurance

D. Social insurance

VI. Housing

A. Renting
   1. Apartment lease
   2. Landlord/tenant responsibilities

B. Buying
   1. Mortgage

C. Inventory of personal assets

Teaching Strategies

1. Use workbooks that accompany the textbooks because they provide excellent projects on credit applications, credit billing, checking accounts, insurance policies, and leases. These can be used to initiate class discussions on a variety of topics.
2. Get local businesses involved with lectures or presentations on banking, credit, insurance, legal relations, etc.
3. Develop creative projects on a variety of topics such as budgeting, advertising, investing, consumer protection, etc.
4. Bring newspaper and magazine articles into the classroom regularly.
5. Check materials available through the local Area Education Agency.
6. Assign students to listen to news broadcasts.

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Warmke and Wyllie. Consumer Economic Problems. Ninth edition. Cincinnati, OH: South-Western Publishing Co., 1981.

BUSINESS MATHEMATICS

Introduction

The purpose of this course is to provide students with essential mathematical skills used in a variety of areas of employment. While calculators and computers are increasingly being used to solve computation of more lengthy calculations, it is also recognized that it is not always economically feasible to do simple computations on such equipment. Therefore, in this course computations will be done manually as well as with calculators and/or computers.

This course will also enable students to make wise decisions related to his/her function as a consumer or business person.

This course should be offered for one semester in grades 10, 11, or 12.

Course Objectives

By the end of the term the student should be able to:

1. Perform basic mathematical functions rapidly and accurately both manually and with the aid of a calculator or computer.
2. Convert fractions to decimals, decimals to fractions, and fractions to percents.
3. Figure and interpret averages.
4. Calculate discounts and/or rates of discounts.
5. Figure time cards and withholdings related to earnings.
6. Compute various costs involved in automobile ownership.
7. Compare various costs involved in home ownership versus renting.
8. Calculate interest and due dates on credit cards, loans, and mortgages.
9. Compare cost effectiveness of various types of life insurance coverages.
10. Figure commissions on sales and salaries.
11. Complete a simple federal and state income tax form.
12. Determine and use ratios.

Course Content

I. The Improvement of Basic Mathematical Skills

A. The four fundamental processes
   1. Addition
   2. Subtraction
   3. Multiplication
   4. Division

B. Fractions
   1. Kinds of fractions
   2. Adding fractions
   3. Subtracting fractions
   4. Multiplying fractions
   5. Dividing fractions

C. Basic principles of percentage
   1. Meaning of percent
   2. Finding a percent of a number
   3. Finding what percent one number is of another
   4. Finding the percent of increase or decrease
   5. Finding a number when a percent is known

II. Mathematics Applied to Business Operations

A. Wage income problems
   1. Computing wages
   2. Figuring commissions and bonuses
   3. Deductions from wages

B. Banking and banking services
   1. Keeping checkbook records
   2. Preparing bank deposits
   3. Providing the checkbook balance
   4. Borrowing from the bank
   5. Discounting interest and non-interest bearing notes

C. Interest
   1. Finding interest by formula
   2. Computing due date on notes
   3. Using simple- and compound-interest tables

D. Trade and cash discounts
   1. Computing single and chain discounts
   2. Cash discounts

E. Retail selling problems
   1. Establishing markup
   2. Figuring sale price
   3. Figuring markdowns

F. Profit distribution

III. Mathematics Applied to Consumer Problems

A. Savings and investment problems
   1. Savings accounts
   2. Computing interest and using interest tables
   3. Investing in bonds
   4. Investing in stocks

B. Home ownership

C. Automobile ownership

D. Credit, loan, and installment buying

E. Insurance
   1. Buying life insurance
   2. Buying property insurance
   3. Buying automobile insurance
   4. Buying health insurance
   5. Buying salary protection

F. Taxes
   1. Property
   2. Sales and excise
   3. State and federal tax forms

Teaching Strategies

1. Supplement text with outside related problems.
2. Invite as guest speakers local persons who must use various mathematical processes in their occupations. These might include bank officials, accounts payable/receivable clerks, store managers, and so on.
3. Have students do work on the chalkboards.
4. Have manual in class work where points or grade is based on the number of problems attempted and number of problems correct.
5. Use films, videos, and other visual aids when appropriate.

References

Fairbank, Roswell E., Robert A. Schultheis, and Raymond M. Kaczmarski. Applied Business Mathematics. Twelfth edition. South-Western Publishing Co., 1985.

Gerardi, William J., Wilmer L. Jones, and Thomas R. Foster. General Mathematics. Harcourt Brace Jovanovich Publishers, 1987.

Lange, Walter H., Robert D. Mason, and Temoleon G. Rousos. Business Mathematics. Second edition. Houghton Mifflin Co., 1986.

BUSINESS LAW

Introduction

Law is a moving force within our society. It reflects the changes that take place in our ideals, goals, and values. No subject has greater potential value to your students. It affects each of us on a daily basis, whether we are buying a car, opening a savings account, renting an apartment, obtaining a job, or starting our own business. Students will find business law to be interesting, dramatic, practical, and relevant. The following course outline is designed for a one-year course in grade 11 or 12. If the course is taught on a semester basis, the instructor may select the units that fit the needs of the students. It is recommended, however, that the first three units be covered in all Business Law classes.

Course Objectives

By the end of the term, the student should be able to:

1. Understand their basic legal rights and responsibilities and apply them to their everyday roles as consumers, citizens, and workers.
2. Demonstrate a respect for law and an understanding of how the legal system functions.
3. Understand the purpose, format, and uses of a variety of common legal documents.
4. Understand the legal implications of various business transactions.
5. Possess a working vocabulary of the most frequently used legal terms.

6. Demonstrate decision-making, analysis, and application skills in solving frequently encountered legal situations.

Course Content

I. Introduction to Law

A. Importance of law

B. Legal rights in society and business

C. Law and the minor

D. Crimes

E. Torts

F. Law in action (enforcement)

II. Contract Law

A. Basics of contract law

B. Classifying contracts

C. Offer and acceptance

D. Consideration

E. Competent parties

F. Legal purpose

G. Standard contractual form

H. Terminating or discharging a contract

I. Transferring contractual rights and duties

J. Breach of contract

III. Sales Contract

A. Nature of sales contract

B. Forms of agreement

C. Title and risk of loss

D. Warranties and remedies

E. Uniform commercial code

IV. Consumer Protection

A. Law and the consumer

B. Borrower and credit rights

V. Agency and Employment

A. The employment contract

B. The agency contract

VI. Insurance

A. Nature and kind of insurance

B. Property and casualty insurance

C. Automobile, personal, and social insurance

VII. Real Property

A. Renting real property (landlord - tenant)

B. Buying real property

VIII. Law and Family Relationships

A. Marriage - formalities and restrictions

B. Dissolution of marriage

C. Wills and intestacy

D. Estate planning

IX. Bailments

A. Nature of bailments

B. Types of bailments

C. Special bailments

X. Commercial Paper

A. Nature of commercial papers

B. Transfer and discharge

C. Rights and duties of partners

XI. Business Organizations

A. Sole proprietorships and partnerships

B. Corporations/subchapter S corporations

C. Cooperatives and franchises

Teaching Strategies

1. Visit a courthouse (preferably when a trial is in session).
2. Conduct a mock trial (civil, criminal, or small claims).
3. Have students write or draw up:
   a. their own will
   b. a contract for the sale or purchase of a large item (car, boat, etc.)
   c. a lease for the rental of an apartment
   d. an employment application
4. Assign individual or group research projects.
5. Assign individual or group analysis and discussion of current readings in newspapers and magazines.
6. Use skits and role playing to illustrate various legal situations and concepts.
7. Use individual or group analysis and discussion of case problems.
8. Use various games and/or puzzles incorporating legal terminology.
9. Use guest speakers as follows:
   a. school administrator (school suspensions, expulsions, locker searches, etc.)
   b. juvenile probation officer (juvenile law/procedure)
   c. personnel director (employee hiring, promoting, and firing)
   d. labor union representative (employer/employee laws and regulations)
   e. real estate agent (buying real property)
   f. Better Business Bureau representative (consumer rights and responsibilities)
   g. insurance agent (Iowa financial responsibility laws, obtaining insurance, guest laws)
   h. local attorney (litigation process, litigating contract disputes, Iowa intestacy laws, estate planning, bankruptcy laws and procedures)

References

Brown, Gordon W., Paul A. Sukys, and Lois H. Anderson. Understanding Business and Personal Law. Eighth edition. New York: Gregg Division, McGraw-Hill Book Co., 1988.

Getz, George, and Karen S. Romito. Business Law. Sixth edition. Mission Hills: Glencoe Publishing Co., 1988.

Goldman, Arnold J., and William D. Sigismond. Business Law: Principles and Practices. Second edition. Boston: Houghton Mifflin Co., 1988.

Mietus, Norbert J., John E. Adamson, and Edward J. Conry. Applied Business Law. Thirteenth edition. Cincinnati, OH: South-Western Publishing Co., 1988.

Keyboarding

ELEMENTARY KEYBOARDING

Introduction

Elementary keyboarding is designed to teach the "touch" system. The main emphasis is correct keystroking using proper techniques. The instruction should be on electronic equipment (computers/typewriters).

Daily keyboarding instruction may begin as early as the third grade. The exact grade level will need to be determined by each local district taking into consideration financial resources, equipment, facilities, staff, and scheduling. Students must receive keyboarding instruction if they are required to enter more than one- or two-word responses. After learning the "touch" system, students must have supervised, planned practice and reinforcement on a regular basis.

Further reinforcement practice is required in grades four through eight. An essential component of a keyboarding program is a well-developed and well-executed plan.

When proper keystroking and correct techniques are introduced and reinforced at the elementary level, students will develop good keyboarding habits. This background gives students a strong fundamental skill. Students should receive further instruction in formatting and text editing at the secondary level.

Initial keyboarding instruction should be 20 to 30 minutes daily for a period of six to nine weeks.

Course Objectives

By the end of the term, the student should be able to:

1. Demonstrate the ability to operate the alphabetic keys accurately using the correct reaches.
2. Demonstrate proper use of the command/function keys.
3. Use the numeric keys and some symbol keys using proper fingering.
4. Compose short responses and sentences using the keyboard.
5. Apply keyboarding skills to classroom learning activities.
6. Read text for errors in content or keying and make corrections/changes.
7. Produce a printed copy.

Course Content

I. Correct Finger Reaches on Alphabetic Keys

II. Proper Keyboarding Techniques

III. Correct Use of Equipment and Command/Function Keys

IV. Correct Finger Reaches on Numeric and Some Symbol Keys

V. Keyboarding Application in Different Areas of the Curriculum

- A. English reports
- B. Social studies book reports
- C. Personal notes
- D. Short centering problems in mathematics

VI. Correct Finger Reaches Using 10-key Pad

Teaching Strategies

1. Use the keyboard a minimum of 20 to 30 minutes daily for six to nine weeks of initial instruction.
2. Demonstrate correct reaches and techniques.
3. Call out letters and short words for students to key.
4. Have students key words from letters learned.
5. Have students compose short responses to questions.
6. Have students key short stories, poems, and material they have written.
7. Use many short and varied activities.
8. Use keyboarding software for reinforcement.
9. Use keyboarding skills in a variety of curriculum areas, i.e., English, social studies, math, etc.

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10. Use motivational games and activities appropriate for the student age group.

Evaluation

Formal evaluation of students in elementary keyboarding is not recommended. If evaluation is required, students should be evaluated using satisfactory/unsatisfactory based on their ability to use correct reaches and proper techniques. Timed evaluations should not be used except in self-improvement work. Students may receive certificates of completion.

SECONDARY KEYBOARDING

Introduction

Keyboarding is designed to teach the "touch" system. The main emphases are on proper techniques, correct keystroking, and skill development. Areas taught are keyboard mastery, tabulation, letters, reports, and rough draft copies.

A one-semester course is recommended for students in grade 10, 11, or 12.

Course Objectives

By the end of the course, the student should be able to:

1. Operate the keyboard efficiently and accurately through technique refinement.
2. Demonstrate use of functions/features of the equipment (computers/electronic typewriters).
3. Develop the ability to format documents.
4. Take short dictation and compose at the keyboard.
5. Apply proofreading and editing skills.
6. Demonstrate the ability to follow oral and written directions.
7. Recognize career opportunities using keyboarding skills.

Competencies

By the end of the term, the student should be able to:

1. Key straight-copy material at a minimum rate of 25 words a minute for three minutes with no more than six errors.
2. Key and format an average-length business letter in 15 minutes.
3. Key and format a tabulation of unarranged copy in 15 minutes.
4. Key and format a one-page report using textnotes/end-notes in 15 minutes.
5. Demonstrate ability to use the equipment/software.

Course Content

I. Introduction to Keyboarding

A. Parts of equipment needed for operation

B. Correct keying position

II. Learning of the Keyboard

A. Keyboard letters and punctuation marks

B. Keyboard numbers and symbols (include 10-key pad, if available)

C. Use command function keys

D. Proofread and determine speed

E. Evaluate techniques and accuracy

III. Basic Applications of Keyboarding Skills

A. Centering horizontally and vertically

B. Correcting errors and editing copy

C. Composing

D. Tabulating

E. Keying and formatting short documents (personal notes, letters, memos, outlines)

F. Keying and formatting personal and business letters

G. Keying and formatting reports using textnotes/end-notes for documenting references

Teaching Strategies

1. Use the keyboard a minimum of 45 to 60 minutes daily for instruction.
2. Demonstrate correct reaches and techniques.
3. Call out letters and short words for students to key.
4. Have students key words and responses from letters learned.
5. Apply keyboarding skill to a variety of subject areas.
6. Use keyboarding software for reinforcement and skill development.
7. Encourage students to assist peers.
8. Use a variety of drills, including speed, accuracy, and technique reinforcement.
9. Use worksheets to assess student's comprehension of basic concepts, i.e., figuring margins and words per minute.
10. Use worksheets to provide practice in proofreading and editing prepared materials.

FORMATTING

Introduction

Formatting is for students who wish to improve their keyboarding competencies. Students will refine their keyboarding skills, increase their speed and accuracy, and gain greater proficiency. Prerequisite: Keyboarding

A one-semester course is recommended for students in grade 10, 11, or 12.

Course Objectives

By the end of the term, the student should be able to:

1. Increase keying speed and accuracy.
2. Key and format usable/mailable documents.
3. Recognize and correct errors and refine evaluative skills.
4. Improve language arts skills.
5. Apply proofreading and editing skills.
6. Compose letters and reports.
7. Follow oral and written directions.
8. Demonstrate improved productivity.
9. Demonstrate proficiency in using the function/features of the equipment/software.
10. Identify career opportunities using keyboarding skills.

Competencies

By the end of the term, the student should be able to:

1. Key straight-copy material at a minimum rate of 35 words a minute for five minutes with no more than five to seven errors.
2. Key and format two error-free*, unarranged, average-length, mailable letters and envelopes in 20 minutes.
3. Key and format an error-free, unarranged, multi-column tabulation in 15 minutes.
4. Key and format an error-free, three-page report with reference documentation and supplemental pages in one class period.
5. Demonstrate proficiency in using the equipment/software.

Course Content

I. Improvement of Keying Skills

A. Reinforcement of techniques

B. Development of speed and accuracy

C. Development of production skills

II. Improvement of Keying Applications

A. Business letters and memos

B. Complex tabulations

C. Detailed reports

D. Rough-draft copy

E. Language arts reinforcement

F. Evaluation of techniques and production measurement**

Teaching Strategies

1. Use the keyboard a minimum of 45 to 60 minutes daily for instruction.
2. Demonstrate formatting concepts using the functions/features of the equipment/software.
3. Apply keyboarding skills to a variety of subject areas.
4. Use software for reinforcement and skill development.
5. Encourage students to assist peers.
6. Use a variety of resource materials.
7. Utilize business resource persons for career presentations, equipment update, and curriculum input.

* Error-free is defined as corrected errors for the purpose of this document.

** General guidelines are provided in course content to allow flexibility within each individual school district.

TEXT EDITING

Introduction

Text editing is the integrating of keyboarding and formatting skills. The course is the manipulation and formatting of data on a text-editing typewriter/computer, not how to manipulate a word processor. Prerequisite: Formatting

A one-semester course is recommended for students in grade 10, 11, or 12.

Course Objectives

By the end of the term, the student should be able to:

1. Increase keying speed and accuracy.
2. Reinforce techniques of formatting concepts on documents keyed.
3. Integrate language arts skills in document production.
4. Prioritize job tasks.
5. Compose and key a variety of documents.
6. Perform tasks independently and with minimal assistance.
7. Develop text editing competencies needed for employment opportunities.
8. Demonstrate proficiency in using the functions/features of the equipment/software.
9. Explain career opportunities available using keyboarding skills.

Competencies

By the end of the term, the student should be able to:

1. Key straight-copy material at a minimum rate of 40-45 words a minute for five minutes with no more than five errors.
2. Key and format three to four error-free*, unarranged, average-length, mailable letters and envelopes in 30 minutes.
3. Key and format an error-free, unarranged, multi-column tabulation in 10 minutes.
4. Key and format an error-free, seven-page report with documentation and supplemental pages in 120 minutes.
5. Demonstrate proficiency in using the equipment/software.

Course Content

I. **Advanced Keying Skills**

A. Advanced reinforcement techniques

B. Speed and accuracy development for business standards

C. Advanced production skill techniques

II. **Integration of Keying-Formatting Skills in Advanced Applications**

A. Keying rough-draft documents in all areas
   1. Business letters
   2. Tables
   3. Reports
   4. Minutes
   5. Financial reports

B. Complex two-page tabulations with footnotes

C. Detailed multi-page reports

D. Footnote, endnote, and other supplemental page applications

E. Advanced language arts reinforcement

F. Timed measurements in completing an entire production cycle, including envelopes for bulk mailing and international mailing.

III. **Strong Emphasis on Employment Competencies**

A. Proficient proofreading

B. Decision-making skills

C. Prioritizing

D. Word division rules

E. Correct salutations to avoid sex role stereotyping

F. Efficient organization of work station**

Teaching Strategies

1. Provide time-management techniques for efficient use of class period.
2. Demonstrate advanced formatting skills.
3. Use keyboarding software for reinforcement and skill development.
4. Encourage students to work independently.
5. Use a variety of community resource materials.
6. Utilize business resource persons for career presentations and employment opportunities in traditional and nontraditional occupations.
7. Use integrated software and machine transcription for additional learning experiences. (See units of instruction.)
8. Encourage students to use time effectively and efficiently.

* Error-free is defined as corrected errors for the purpose of this document.

** General guidelines are provided in course content to allow flexibility within each individual school district.

References

Boyce, Betty L. Mercury Systems, Inc.: Practice Set in Word/ Information Processing for Use with Text-Editing or Conventional Typewriters. McGraw-Hill Book Co., New York, NY, 1981.

Camp, Sue C. Developing Editing Skill. McGraw-Hill Book Co., New York, NY, 1985.

Chiri, Jacquelyn P. Kutsko, and Ted D. Stoddard. Houghton Mifflin Typewriting: Keyboard Mastery and Applications. Houghton Mifflin Co., Boston, MS, 1987.

Crawford, Erickson, Beaumont, Robinson, and Ownby. Century 21 Keyboarding, Formatting, and Document Processing. South-Western Publishing Co., Cincinnati, OH, 1987.

Duncan, Warner, Langford, and VanHuss. College Keyboarding/Typewriting, Eleventh Edition. South-Western Publishing Co., Cincinnati, OH, 1985.

Jurist, Rodney G. Keyboarding Correspondence. The H.M. Rowe Co., Baltimore, MD, 1987.

------. Basic Keyboarding. The H.M. Rowe Co., Baltimore, MD, 1987.

Lloyd, Winger, Johnson, Morrison, and Hall. Gregg Typing, Series Eight: Keyboarding and Processing Documents. McGraw-Hill Book Co., New York, NY, 1987.

------. Gregg Keyboarding and Personal Applications. McGraw-Hill Book Co., New York, NY, 1987.

Word Origination

SHORTHAND

Introduction

Shorthand is a course designed to provide training for those students interested in obtaining employment. Technological advances do not preclude the use of shorthand in the future.

In a shorthand class, the student will utilize the following skills: listening, compiling, reading, copying, communicating, keyboarding, composing, making decisions, and human relation skills. These abilities strengthen the communication skills of all students, in addition to providing promotional opportunities for those who will enter business.

The length of the shorthand course will depend upon time available, purpose of instruction, and resources available. Two semesters of instruction are recommended. If appropriate, up to four semesters of instruction may be offered.

Course Objectives

By the end of the course, the student should be able to:

1. Apply the theory of a shorthand system.
2. Write shorthand outlines at acceptable dictation rates.
3. Read shorthand outlines and transcribe notes into acceptable, mailable transcripts.
4. Write the speed or brief forms with 100 percent accuracy from dictation.
5. Take new-material dictation for three minutes with 95 percent accuracy at speeds ranging from 60 wam to 80 wam.
6. Make formatting decisions regarding transcription.
7. Produce mailable transcripts from shorthand notes in an efficient manner.

Competencies

1. After completing one semester of instruction, recommended standards are: reading shorthand notes at 100 wam; recording familiar dictation on a three-minute take with 95 percent accuracy at 50 wam; and recording new-material dictation on a three-minute take with 95 percent accuracy at 40 wam.
2. After completing two semesters of instruction, recommended standards are: reading shorthand notes at 150 wam; recording familiar dictation on a three-minute take with 95 percent accuracy at 80 wam; and recording new-material dictation on a three-minute take with 95 percent accuracy at 70 wam.
3. After completing three semesters of instruction, recommended standards are: recording new-material dictation on a three-minute take with 95 percent accuracy at 90 wam; and having a document production rate of at least 15 wam.

Course Content

I. Theory Presentation

- A. Writing shorthand outlines from dictation
- B. Developing speed
- C. Learning phrases
- D. Reading shorthand from textbook plates and student notes
- E. Writing shorthand from textbook plates and dictation
- F. Building vocabulary

II. Reading and Writing Shorthand

- A. Using plates from the text
- B. Reading and writing homework
- C. Writing shorthand from longhand material
- D. Writing new material from dictation

III. **Transcription**

A. Transcribing familiar and new material from the textbook

B. Transcribing familiar material from dictation

C. Transcribing new material from dictation

D. Applying computer transcription of dictation*

IV. **Application of Related Skills**

A. Keyboarding on typewriter/computer

B. Developing written communication skills

C. Developing editing skills

Teaching Strategies

1. Administer theory tests to emphasize basic shorthand theory.
2. Stress phonics and the application of the shorthand system.
3. Sound/spell new theory words.
4. Emphasize correct writing habits such as posture; writing-- not drawing--the outlines; and outline proportions.
5. Use techniques such as air writing, tracing, and scribble writing.
6. Require students to automatically recall brief or speed forms.
7. Require homework.
8. Emphasize reinforcement, repetition, regular practice, and familiar material through speed building.
9. Emphasize transcription skills.
10. Use multimedia: chalkboard, transparencies, tapes, and dictation laboratories.
11. Set challenging goals for speed building and production work.
12. Cultivate pride and a positive attitude for doing the job right the first time.
13. Stress mailable documents.
14. Provide opportunities for decision-making.
15. Supply opportunities for involvement in professional activities: field trips, speakers, organizations, magazines.
16. Vary speed-building activities: pyramid, one-minute speed builder, one-minute, stair step, retention rate builder, double-take dictation, repetitive dictation, high-low dictation, and accelerated dictation.
17. Provide dictation from a variety of media: radio, television, newspapers, records, tapes.
18. Use resource people for dictation.
19. Use games, puzzles, and races to generate interest and enthusiasm.
20. Encourage students to use their shorthand skills in other classes.

*A unit for transcription using computer software follows this section.

COMPUTER SHORTHAND TRANSCRIPTION UNIT

Introduction

A software package(s) used with a variety of word processing packages is (are) available to assist the student in the transcription of shorthand notes or machine transcription dictation. The student will utilize keyboarding skills and shortened forms to increase transcription skills.

Twenty-four hours of study and hands-on experience are recommended for the mastery of this software package.

Unit Objectives

By the end of the unit, the student should be able to:

1. Apply the basics of the phonetic shorthand system to increase transcription speed and accuracy.
2. Measure productivity.
3. Determine the number of keystrokes saved through using the shortened forms.
4. Tailor the word list for individual use.

Unit Content

1. Learning the shortened forms of Gregg Shorthand for Shorthand Writers or Gregg Shorthand for Non-Shorthand Writers which include brief forms and their derivatives, commonly used phrases in the English language (i.e., thank you for your, as soon as possible, for your information, etc.), cities and states, days of the week, months of the year.
2. Writing shortened forms of Gregg Shorthand using the alphabet; i.e., "as soon as possible" = "asap."
3. Applying the shortened forms by keying shortened forms for words, phrases, sentences, and paragraphs provided in the textbook.
4. Applying the learnings of Gregg Shorthand shortened forms when transcribing letters, memos, reports, etc., from shorthand notes or machine transcription.

Teaching Strategies

1. Read shortened forms.
2. Keyboard shortened forms.
3. Give timed writings of shortened forms.
4. Produce a useable document from a mailable transcription of shorthand dictation or machine dictation.

Reference

Gregg Computer Shorthand for Shorthand Writers or Gregg Computer Shorthand for Non-Shorthand Writers, Gregg Division/McGraw-Hill Book Company, 1987.

NOTETAKING

Introduction

A one-semester notetaking course (alternative shorthand system) should be offered for grades 11-12. It should be a type of shorthand which allows the student to learn the system quickly; a skill which can be used as a vocational skill or a personal-use skill. If a student is planning to go to college, into journalism, or to work in an office, he/she can use the notetaking skill to make him/her a better student, to take good interviewing notes, to take dictation of correspondence, or minutes of a meeting.

Course Objectives

By the end of the course, the student should be able to:

1. Understand and apply the theory principles when taking notes for either occupational or personal use.
2. Read notes written for homework very rapidly (160-200 wpm).
3. Take notes from new-matter dictation with some preview at 70 to 90 wpm for three minutes.
4. Transcribe with 90 percent accuracy and format correctly material received from dictation, for example, letters, memos, and reports.
5. Use proper business English when transcribing notes.

Course Content

I. Theory Presentation

- A. Write abbreviated forms from spoken English
- B. Learn brief forms and abbreviations
- C. Learn phrases
- D. Read
  1. From textbook plates
  2. From homework notes
- E. Write from textbook plates
  1. For homework
  2. For practice dictation

II. Dictation

- A. From practiced material
- B. From new matter (correspondence, lectures, reports)

III. Transcription

A. From homework notes

B. From new-matter material received from dictation

C. Instruction in or review of word processing

D. Review of business English

Teaching Strategies

Theory

1. Present a new lesson of theory every day.
2. Use a variety of learning and reviewing strategies, such as, reading and spelling aloud, dry penning words, writing theory words, giving review quizzes after every three lessons, and doing board work.
3. Stress the importance of recognizing English sounds and associating them with correct theory.
4. Stress reading of textbook plates before writing material for homework.
5. Use reading partners, enabling all students to read every day.
6. Listen to each student read and frequently evaluate his/her reading speed; this is an effective motivational tool since most students' reading rates improve dramatically over the first few weeks.
7. Use brief form and abbreviation charts on which students can write the correct forms or from which students can read.
8. Test students over each chapter of theory (after every 7 lessons of theory).
9. Require the writing of homework every day; use the notes in some way every day either reading from, transcribing from, or collecting to check for accuracy. Homework notes should never be graded, however.
10. Have students compose letters, reports, outlines, etc. in the notetaking system.

Dictation

1. Writing from dictation should start at the end of Lesson 1 and should be a daily activity in a variety of forms throughout the semester.
2. Use techniques, such as air writing, tracing, scribble writing, or self-dictation.
3. Use a variety of speedbuilding activities, such as the pyramid plan, the one-minute speedbuilder, the one-minute plan, the stairstep plan, repetitive dictation, accelerated dictation, variable length dictation, and spurt dictation.
4. Integrate non-traditional dictation materials. Ask colleagues to tape 15-20 minutes of lecture which students can take down in outline style. Videotape meetings of school boards or clubs from which students can take minutes. Have students prepare reports and present those reports in class from which their classmates take notes.
5. Begin using new matter dictation as soon as the students are comfortable with the dictation and transcription process.

Transcription

1. Instruct and/or review word processing principles.
2. Review business English. The content and intensity of the review will depend upon the student population in each class.
3. Begin with three-minute timed transcriptions from homework notes. This will help to develop an understanding of the transcription process and to develop speed in the process. Stress accurate reading of notes.

References

Forkner & Brown. Forkner Shorthand, 5th ed., Forkner Publishing Company, (Subsidiary of Gage Publishing Limited), 1982.

Levering, Robert, Milton Maskowitz, and Michael Katz. The 100 Best Companies to Work for in America, New York: Signet, 1987. (Students can use the businesses when they compose letters asking for information, preparing reports, and presenting reports to the class.)

Pullis, Joe M. Principles of Speedwriting Shorthand. Regency Edition, Indianapolis, Indiana: The Bobbs-Merrill Company, 1984. (This includes textbook, workbook, dictionary, resource manual, and cassette tapes.)

Shorthand Motivational Manual. Gregg/McGraw Hill Book Co.

MACHINE TRANSCRIPTION UNIT

Introduction

Machine transcription is a business skill that is usually introduced as a unit of instruction in text processing, word processing, or business procedures.

Fifteen hours of instruction and hands-on experience are recommended for this unit.

Unit Objectives

By the end of the course, the student should be able to:

1. Demonstrate efficient use of the transcribing and dictating equipment.
2. Demonstrate the ability to listen effectively.
3. Understand the importance of the transcription process.
4. Use information sources accurately.
5. Supply proper punctuation to dictated copy.
6. Proofread and correct keyboarding errors.
7. Apply good judgement in formatting decisions.
8. Know the value of a professional attitude.
9. Transcribe mailable copy on the first draft.

Unit Content

I. Transcription Process

A. Transcribing unit

B. Keyboarding unit

C. Dictating unit

D. Techniques

E. Mailability

II. Language Arts Review

A. Spelling

B. Capitalization

C. Numbers

D. Punctuation

E. Word Division

III. Transcription Practice

A. Documents: letters, memos, reports

B. Various difficulty levels

IV. Dictation Process

A. Techniques

B. Team responsibility

V. Related Responsibilities

A. Professional attitude

B. Desk organization

C. Resource materials

D. Vocabulary development

E. Document mailing preparation

Teaching Strategies

1. Provide maximum opportunity for transcription practice.
2. Encourage students to proofread each other's mailable copy as well as their own.
3. Visit a word processing center with an elaborate central dictation area.
4. Ask a local vendor to demonstrate the latest transcribing and dictating equipment.
5. Introduce brief case problems for discussion.
6. Provide worksheets to develop proofreading and English skills.
7. Initiate vocabulary development.

8. Provide the student with an ungraded words per minute transcription rate to emphasize cost efficiency.

9. Ask the student to dictate for another student.

References

Ennis, Edith, Marilyn Price, and Sheila Vedder. The Transcription Specialist, Second Edition. New York: Harcourt Brace Jovanovich, 1987.

BUSINESS COMMUNICATION

Introduction

Business Communication is designed to help the student understand and appreciate the importance of effective communication. Effective communication techniques will help students acquire, keep and advance in a job. Skills in all phases of communication will be developed: speaking, listening, thinking, reading, writing, and communicating nonverbally.

A one-semester course is recommended.

Course Objectives

By the end of the course, the student should be able to:

1. Recognize that communication is an interactive and continuous process.

2. Gain comprehension of material presented in a variety of communication formats.

3. Improve listening skills by . . .

    a. Understanding the importance of listening in the communication process.
    b. Recognizing the barriers of listening.
    c. Evaluating their personal listening styles.
    d. Practicing effective listening techniques.

4. Improve speaking skills by . . .

    a. Understanding the preparation essential to the speaking process.
    b. Demonstrating the ability to participate and lead small-group discussions.
    c. Preparing and presenting a large-group presentation.
    d. Recognizing the appropriateness of the subject matter, tone of voice, audience, and phrasing in speaking situations.

5. Demonstrate the ability to place and receive effective, efficient telephone calls.

6. Become aware of nonverbal communication and its impact on all communication.

7. Use nonverbal communication to enhance the communication process.

8. Develop self-esteem, self-confidence, and a positive attitude toward the self.

9. Develop desirable personality traits and habits for success in communicating by . . .

    a. Increasing awareness of others' needs, rights, and opinions.
    b. Developing time management and stress management techniques.
    c. Demonstrating courtesy, tact, responsibility, and ethics when dealing with others.
    d. Conveying thoughts in a positive manner.
    e. Understanding and appreciating the worth of an individual regardless of background and characteristics.

10. Improve reading skills by . . .

    a. Understanding techniques involved in reading comprehension and analysis.
    b. Interpreting various forms of printed material: charts, graphs, reports, tables, and articles.
    c. Comprehending written directions.
    d. Demonstrating the use of effective notetaking techniques: outlining, skimming, and scanning.

11. Improve writing skills by . . .

    a. Employing the stages of the writing process: planning, writing, and revising.
    b. Using correct grammar.
    c. Demonstrating the ability to revise, edit, and proofread written documents.
    d. Producing appropriate and effective letters, resumes, reports, and articles.

12. Improve thinking and analytical skills by . . .

a. Presenting evidence and supporting beliefs in persuasive situations.
b. Recognizing the common barriers to sound decision-making.
c. Analyzing information and applying that information when forming a decision.
d. Demonstrating a thorough understanding of the problem-solving process through application in oral and written communication.
e. Evaluating decision-making outcomes and making necessary adjustments.

13. Develop an understanding of how communications are changing with technology.

14. Develop a working knowledge about the various forms of electronic communications.

Course Content

I. Self-analysis

A. Personality profile, interest survey
B. Johari window
C. Human relations activities
D. Self-acceptance
E. Desirable personality traits
F. Priority and goal setting

II. Interpersonal Communication

A. Meet others
B. Conversation skills
C. Handle criticism
D. Positive feedback
E. Positive or neutral approach to negative situations

III. Nonverbal Communication

A. Action awareness
B. Signal conflict
C. Charades and role playing
D. Word usage

IV. Thinking Skills

A. Decision-making process
B. Persuasive argument
C. Information analysis
D. Outcome analysis
E. Decision refinement

V. Listening

A. Importance
B. Barriers
C. Styles
D. Techniques
E. Feedback

VI. Speaking

A. Process
B. One-on-one interaction
C. Small-group interaction
D. Large-group presentation
E. Formal and informal

VII. Telephone Communication

A. Process
B. Tone, speed, clarity of voice
C. Planning calls
D. Message taking
E. Telephone service and device usage
F. Courtesy
G. Answering machine

VIII. Reading

A. Comprehension techniques
B. Reading skills

C. Instructions

D. Content significance

E. Graphs, tables, charts

F. Reports, letters, articles

G. Interpretation, summarization, analyzation

IX. Writing

A. Process

B. Mechanics

C. Grammar and spelling

D. Formatting

E. Letter

F. Report

G. Resume

H. Other written forms

I. Feedback

X. Editing

A. Revision

B. Proofreading

C. Reference materials

XI. Electronic Communication

A. Computer technology
   1. Word processing
   2. Data processing
   3. Networking

B. Telecommunication

C. Data communication

D. Electronic mail

Teaching Strategies

1. Provide opportunity for role playing, skits, and charades.
2. Utilize hands-on experience.
3. Use computer/typewriter.
4. Integrate software packages.
5. Compose answering machine messages.
6. Implement documents from student newspapers, school newsletters, and various non-school resources.
7. Provide constructive feedback on a regular basis.
8. Incorporate interviewing, videotaping, and tape recording.
9. Integrate films, videos, and speakers.
10. Reference newspapers, magazines, and professional journals.
11. Allow for vertical articulation.
12. Write across the curriculum.
13. Access reference materials: dictionary, thesaurus, writing handbooks, and grammar manuals.
14. Provide many different activities, situations, and evaluations.

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Frayar, Maridell, and David A. Thomas. Business Communication Today!, Second Edition, National Textbook Company, 1988.

Computer Applications

COMPUTER LITERACY

Introduction

Computers are a major influence in both our business and personal worlds. The purpose of the course is to introduce the students to computers and to develop computer literacy.

A computer literacy course or unit of study may encompass topics which might fill a time span from two to eighteen weeks, depending upon the degree of computer literacy needed, the equipment, software, and materials available, and the background and preparation of the instructor. Hands-on experience using micro, mini, or mainframe computers is recommended. The degree to which an individual's computer literacy should be developed will vary depending upon the needs of that individual. Factors such as the student's age, experience, and career plans dictate which topics will be expanded or shortened.

A one-semester course is recommended.

Course Objectives

By the end of the term, the student should be able to:

1. Understand the impact of computers in society.
2. Discuss what computers can and cannot do.
3. Appreciate the historical development of the computer.
4. Understand how computers affect the quality of our lives.
5. Describe changes in our economic and business system brought about by computers.
6. Define and use computer terminology.
7. Describe the processing cycle: input, process, output, and store.
8. List system hardware components and peripheral devices.
9. Describe the purpose, use, necessity, and development of software.
10. Operate a computer; boot, load, and run programs, and use operating system.
11. Gain awareness of typical business application software packages--word processing, spreadsheet, database, accounting, and graphics.
12. Study careers and vocations involving computer technology.
13. Understand the composition of an information processing system.

Course Content

I. Computers in Society

- A. What is a computer
- B. What computers can and cannot do
- C. Society's increasing dependence on computers
- D. Concerns arising from computer use
  1. Individual privacy
  2. Computer crime and law
  3. Coping with change
- E. The history of the computer
- F. Implications for the future
  1. Artificial intelligence
  2. Change in lifestyle and work
  3. Need for ongoing updating and retraining

II. Computers in the Business World

- A. Technological change in business
  1. Electronic office
  2. Computerized factories
- B. Information processing systems
  1. Data processing
  2. Word processing
  3. Electronic mail
  4. Other sub-systems
- C. Data communications
  1. Components of a data communications system
  2. Networks
  3. Transmission media

III. How Computers Work

A. Processing cycle
   1. Input operations
   2. Processing operations
   3. Output operations
   4. Storage operations

B. Kinds of computers
   1. Mainframes
   2. Minis
   3. Micros (P.C.'s and desktops)

C. Hardware components
   1. Input devices
      a. Keyboard
      b. Disk drive
      c. Tape drive
      d. Optical character readers
      e. Punch card readers
      f. Scanners
   2. Central processing unit
      a. Arithmetic/logic
      b. Control
      c. Memory
         (1) RAM and ROM
         (2) PROM and EPROM
   3. Output devices
      a. Display screens
      b. Printers
      c. Disk and tape drives
   4. Auxiliary storage devices and media
      a. Disks
         (1) Floppy
         (2) Hard
      b. Tapes
   5. Networks
      a. Communication channels
      b. Equipment interface

D. Software
   1. Systems software
      a. Purpose
      b. Types
   2. Applications software
      a. Purpose
      b. Types
   3. Software development
      a. Programming languages
      b. Program design, coding, and testing
      c. Program documentation

IV. How to Use Computers

A. Operating system
   1. Turn on, boot, and operate hardware
   2. Use operating system

B. Software applications
   1. Word processing
   2. Spreadsheet
   3. Data management
   4. Accounting
   5. Graphics
   6. Desktop publishing

C. Learning tools
   1. Simulations
   2. Computer-assisted instruction

V. Career Opportunities Involving Computer Technology

A. Specialized computer careers

B. Related careers and vocations

C. Education and career planning for the future
   1. Job displacement and upgrading
   2. Retraining needs

Teaching Strategies

1. Encourage readings in current periodicals to learn of new developments.
2. Assign oral reports on new developments.
3. Lead class discussions.
4. Arrange field trips to computer installations and to businesses actively using computers for various applications.
5. Invite guest speakers--employers and employees in computer-related careers.
6. Use appropriate films and other audio-visual media.
7. Provide hands-on computer lab experience.
8. Invite equipment and software vendors to show and demonstrate for classes.

References

Casady, Mona, and Dorothy Sandburg. Word/Information Processing. South-Western Publishing Co., Cincinnati, OH, 1985.

Shelley and Cashman. Computer Fundamentals with Application Software. Boyd & Frazer Publishing Co., Boston, MA, 1986.

WORD PROCESSING

Introduction

Word Processing utilizes hands-on experience using computers and word processing software programs. The course provides students with a realistic view of information processing procedures. Major emphases are on formatting and text-editing concepts.

It is recommended that a one-semester course be offered. Word Processing may also be included as a major unit in other business skill courses.

Course Objectives

By the end of the term, the student should be able to:

1. Refine correct keyboarding skills.
2. Demonstrate proper handling and care of computer hardware and software.
3. Define and understand word processing concepts and terminology.
4. Proofread and edit accurately.
5. Input straight, rough draft, and statistical copy.
6. Demonstrate proficiency in using the programmed function commands, the numeric/directional pad, and other computer keyboard features.
7. Demonstrate the use of format changes, and equipment/software commands.
8. Follow written and oral instructions to produce usable output.
9. Improve written communication and language skills.
10. Use advance features available in the software program (i.e., spell check, macros, windows, and thesaurus).
11. Develop proficiency in decision-making skills.
12. Apply learned skills to realistic situations in preparing for employment in information processing.
13. Identify careers in word and information processing.

Course Content

I. Introduction to Computer Components

- A. Booting the system
- B. Operating the keyboard, numeric/directional pad, and function keys
- C. Caring for hardware and software
- D. Using peripheral equipment

II. Word Processing Cycle

- A. Keying, deleting, and inserting
- B. Formatting procedures
- C. Using software/system commands
- D. Printing documents
- E. Building text-editing skills
- F. Improving written communication and language skills

III. Opportunities in Word Processing

- A. Information processing
- B. Transition to other computers and software

IV. Integrated Software

- A. Spreadsheets
- B. Database
- C. Graphics
- D. Communication

V. * See Machine Transcription Unit

Teaching Strategies

1. Utilize business resources for sample documents.
2. Build from simple to complex.
3. Encourage students to assist peers.
4. Develop projects for independent learning situations.
5. Involve cooperative learning in personal applications.

References

Atkinson, Phillip S., and Susie H. Van Huss. Microcomputer Office Practice: Tronics, Inc. South-Western Publishing Co., Cincinnati, OH, 1985.

Basic Skills in Word Processing--The Universal Approach. South-Western Publishing Co., Cincinnati, OH, 1986.

Beacham, Deborah, and Walton Beacham. Using DisplayWrite. Que Corporation, Indianapolis, IN, 1987.

Boyce, Betty L. Mercury Systems, Inc.: Practice Set in Word/Information Processing for Use with Text-Editing or Conventional Typewriters. McGraw-Hill Book Co., New York, NY, 1981.

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Daggett, Badrkhan, Kruse. Computers and Information Technology. South-Western Publishing Co., Cincinnati, OH, 1985.

Demetrion, Star. Know Yor Word Processing Vocabulary. Glencoe Publishing Co., Encino, CA, 1985.

DeVoney, Chris. IBM's Personal Computer. Que Corporation, Indianapolis, IN, 1983.

Duncan, Warner, Langford, and Van Huss. College Keyboarding/Typewriting, Eleventh Edition. South-Western Publishing Co., Cincinnati, OH, 1985.

Eisch, Mary Alice. WordPerfect Tutorial and Applications. South-Western Publishing Co., Cincinnati, OH, 1988.

Holmes, Marion B., and Lloyd W. Bartholome. Reports, Minutes, and Schedules. South-Western Publishing Co., Cincinnati, OH, 1984.

Krasnewich, Diane. Computer Literacy Concepts and Applications. Mitchell Publishing, Inc., Santa Cruz, CA, 1984.

Meroney, John W. Word Processing Applications in Practice. South-Western Publishing Co., Cincinnati, OH, 1984.

Modlin, Gail. Competency-Based Curriculum Guide for Business and Office Education. McGraw-Hill Book Co., New York, NY, 1985.

Popyk, Marilyn K. Word Processing Essential Concepts. McGraw-Hill Book Co., New York, NY, 1983.

Schatz and Funk. Transcription Skills for Information Processing . McGraw-Hill Book Co., 1982.

Sorensen, Eric. Using WordStar 2000. Que Corporation, Indianapolis, IN, 1985.

Taffee, Stephen J., Editor. Computers in Education 85/86. The Dushkin Publishing Group, Inc., Guilford, CN, 1985.

Troop, Jane, and Donna Woo. DisplayWrite 3. South-Western Publishing Co., Cincinnati, OH, 1986.

SPREADSHEETS

Introduction

Spreadsheet applications should be hands-on experience using computers and a commercial application software program. This unit would provide students with a a realistic view in designing and developing spreadsheets in relation to today's business environment. Topics covered include functions and formulas, worksheet formatting, and macros.

It is recommended that this unit take three to nine weeks of instruction. Spreadsheets could also be expanded to a one-semester course.

Unit Objectives

By the end of the unit or term, the student should be able to:

1. Develop proper and accurate data entry skills.
2. Demonstrate proper handling and care of computer hardware and software.
3. Describe how a computer works, by explaining the entry cycle: input, processing, and output.

4. Utilize appropriate computer/spreadsheet terminology.
5. Proofread, edit, and analyze spreadsheet applications.
6. Input straight, rought draft, and statistical copy accurately and efficiently.
7. Demonstrate proficiency in using the programmed function keys, the numeric/directional pad, and other computer keyboard features.
8. Demonstrate and use the command menus and other special features of spreadsheet software.
9. Apply learned skills to realistic job situations in preparation for employment in entry-level business positions.
10. Develop proficiency in decision-making skills.
11. Understand the concepts and interpret statistical spreadsheets.
12. Follow written and oral instructions accurately.
13. Formulate a variety of spreadsheet applications.
14. Identify traditional and non-traditional careers made possible through computer applications in business.

Unit Content

I. Computer Software and Software Components

A. Booting the system

B. Operating keyboard, numeric/directional pad, and function keys

C. Caring for hardware and software

D. Using peripheral equipment

II. Spreadsheet Concepts

A. Accessing the spreadsheet

B. Moving the cell pointer/cursor, using the directional keys and the function keypad

C. Using the command menus and other spreadsheet options

D. Entering labels, values, and formulas

E. Editing cell entries

F. Copying labels, values, and formulas

G. Saving and retrieving files

H. Enhancing the spreadsheet with various formatting changes--currency, fixed, general, percent, and date

I. Printing the spreadsheet

III. Advanced Spreadsheet Features

A. Distinguishing between relative and absolute cell reference formulas

B. Using name ranges in creating formulas

C. Combining files--partially or fully

D. Using statistical, logical, and financial functions

E. Implementing recalculation procedures

F. Incorporating table lookups

G. Protecting spreadsheet formulas

H. Accessing title and window features

I. Printing enhancements

IV. Computer System Commands and File Operations

A. Formatting data diskettes

B. Viewing directory

C. Renaming, recovering, and deleting files

D. Transferring files

V. Macro Concepts

A. Describe usage of macro keystrokes

B. Explain and create simple micros

C. Implement micros

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VI. Career Opportunities

A. Management

B. Information processing

C. Marketing

VII. Integrated Software

A. Word Processing

B. Database

C. Graphics

D. Communication

Teaching Strategies

1. Set up checkbook and other personal records.
2. Utilize sport statistics and school activities in spreadsheet creation.
3. Use a payroll database and incorporate employee statistical data.
4. Develop and combine spreadsheets in areas of budgeting, athletics, and accounting.
5. Visit with area businesses and develop classroom spreadsheets from public information within your community.
6. Incorporate spreadsheet data found in newspapers and other local resources.
7. Invite resource personnel from non-traditional occupations to present information pertinent to students.
8. If necessary, provide individualized instruction to special needs students.

DATABASE

Introduction

In a world where information is doubling every two years, the ability to store, retrieve, manipulate, and analyze information is essential. Computer databases provide a means of managing information. Database applications should be a hands-on experience using computers and a commercial application software program. Students will learn what constitutes a database and the associated terminology. They will manipulate information in pre-developed databases and construct databases to help solve particular problems.

It is recommended that six to nine weeks of instruction be offered. Database could also be a one-semester course.

Unit Objectives

By the end of the unit, the student should be able to:

1. Utilize appropriate computer/database terminology.
2. Enter, delete, edit, sort, and search for information.
3. Design a database.
4. Sort, search, arrange, modify, and select information to meet criterion in single and multiple record layouts.
5. Print in report and label formats.
6. Demonstrate how to integrate computer applications -- word processing, spreadsheet, graphics, and communication -- with database records.

Unit Content

I. Introduction to or Review of Computer Components

A. Booting the system

B. Operating the keyboard, numeric/directional pad, and function keys

C. Caring for hardware and software

D. Using peripheral equipment

II. Concepts and Procedures

A. Introduce computer/database terminology

B. Maintain files
   1. Formatting blank data disks
   2. Booting application software
   3. Saving, renaming, and exiting the application of software

C. Use cursor movement and command menus

D. Enter characters, values/numbers, dates, and times

E. Edit data entry errors

F. Retrieve and modify data previously entered

G. Update and add new data to the database file

III. Creation

A. Determine field category names

B. Enter data

C. Determine appropriate report formats

D. Print reports/labels

IV. Layouts

A. Single record

B. Multiple record

C. Display enhancements

V. Manipulations

A. Sort, search, arrange, modify, and select information to meet criteria for single and multiple record layout

B. Design and print reports

C. Design and print labels

VI. Advanced Features

A. Copy records

B. Determine group totals and calculated columns

C. Specify column layout and alter width of categories

D. Explain, create, and implement macros

VII. Integrated Software

A. Word processing

B. Spreadsheet

C. Graphics

D. Communication

Teaching Strategies

1. Provide hands-on experience with existing databases.
2. Collect business cards from area businesses and create data-base from this collected information.
3. Prepare a personal database using friends and/or relatives. Structured information could include first name, middle name, last name, birthday, address, and phone numbers.
4. Develop a database of students involved in school organizations. Structured information could include organization, grade level, fees or dues, officers, and advisor.
5. Discuss business and nonbusiness applications.
6. Design a hobby or collection database--records, tractors, baseball cards, insects, or stamps.
7. Survey other departments to determine additional applications.

References

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Klemin, V. Wayne, and Ken Harsha, Microcomputers: A Practical Approach to Software Applications. New York: Gregg Division, McGraw/Hill Book Co., 1988.

LeBlond, Geoffrey T. and Douglas Ford Cobb, Using 1-2-3 , 2nd edition. Indianapolis, Indiana: Que Corporation, 1985.

Rubin, Charles. Microsoft Works on the Apple Macintosh. Micro-soft Press, Harper and Row, 1986.

Simpson, Alan, The Best Book of Lotus 1-2-3, 2nd edition. Howard W. Sams & Company. Indianapolis, Indiana: Macmillan, Inc., 1987.

GRAPHICS

Introduction

Graphic displays are important business tools for the analysis of information and ideas. These graphs and related presentation tools can be used to communicate collected information. A three-to five-week unit is recommended.

Unit Objectives

By the end of the unit, the student should be able to:

1. Define and use graphic terminology.
2. Gather and convert data to graphic displays.
3. Associate verbal descriptions of phenomena with graphic displays.
4. Use computer graphic generators.
5. Add appropriate legends, scales, and titles to graphs.
6. Select graphic display enhancements.
7. Interpret graphic displays.
8. Combine graphs with other presentation media.

Unit Content

I. Introduction to or Review of Computer Components

- A. Booting the system
- B. Keyboard, numerical/directional, and function keys
- C. Care of hardware and software
- D. Peripheral equipment

II. Background Information

- A. Graphics
- B. Graphing
- C. Purposes
- D. Advantages
- E. Disadvantages

III. Graphic Data Types

- A. Name-number
- B. Number-number

IV. Graph Types/Uses

- A. Bar
- B. Line
- C. Stacked-bar
- D. Scatter
- E. Circle/pie
- F. Area
- G. Pictorial
- H. XY

V. Graphic Labels and Formats

- A. Data Legends
- B. Primary titles
- C. Secondary titles
- D. Data labels
- E. Scales
- F. Grids
- G. Number of numeric formats

VI. Enhancements

- A. Coloring
- B. Shading/hatching
- C. Crosshatching
- D. Exploding/unexploding pie segments

VII. Graph Printing

- A. Fonts
- B. Sizes
- C. Commands

D. Merges

VIII. Graphic Interpretation

A. Reading and interpreting

B. Analyzing

C. Describing

D. Comparing values

IX. Integrated Software

A. Word processing

B. Spreadsheet

C. Database

D. Communication

X. Desktop Publishing

*See Desktop Publishing Unit

Teaching Strategies

1. Maintain a terminology notebook.
2. Discuss graphic communications and collect samples.
3. Discuss/demonstrate types of graphic displays.
4. Convert data to graphics
5. Use graphic programs to provide hands-on experiences.
6. Gather "real" data; convert to graphs, print, and display.
7. Use current newspaper and magazines statistics for assignments.
8. Graph percentages of grade enrollments.
9. Plan field trips to companies using graphics.

References

Chumley, Sharon G. Apple Graphics Made Easy. Portland, ME: J. Weston Walch, Publisher, 1986.

DESKTOP PUBLISHING

Introduction

Desktop publishing is software that provides the personal computer with the capability of combining text, graphics, and design elements in order to enhance the appearance and readibility of the content of a document.

This unit should be designed for 15 hours of instruction.

Unit Objectives

By the end of the course, the student should be able to:

1. Define desktop publishing.
2. Identify system components.
3. Generate documents such as bulletins, announcements, and simple newsletters.
4. Discuss the impact desktop publishing has upon business.
5. Demonstrate use of graphic design principles.

Unit Content

I. Introduction to Computer Components

A. Booting the system

B. Operating the keyboard, numeric/directional pad, and function keys

C. Caring for hardware and software

D. Using peripheral equipment

II. Learning Desktop Publishing Terminology

III. Planning the Content

IV. Determining the Content

V. Creating the Content

A. Placing text

B. Formatting text

C. Reformatting text

VI. Retrieving Tables

VII. Manipulating Graphics

VIII. Using Desktop Publishing in Businesses

Teaching Strategies

1. Visit businesses that use desktop publishing.
2. Invite company representatives to present a program, including sample documents.
3. Utilize appropriately sequenced instruction to allow learners to progress on a self-paced basis.
4. Apply knowledge gained by creating a bulletin or newspaper.
5. Encourage creativity to produce original designs.

COMPUTER PROGRAMMING

Introduction

Programming experience will enhance the student's understanding and appreciation of the electronic computer and of commercial software.

The purpose of this course is to provide the student with experience and skill development in designing and writing business-oriented application programs using programming techniques applicable to several languages. Use of the program development cycle will enable the student to design and write programs in a systematic, logical, and disciplined manner and will lay the foundation for subsequent study. The programming language used in this course may be one of the following: BASIC, Pascal, or COBOL. A prerequisite course of Computer Literacy is desirable, but is not necessary.

A one-semester course is recommended.

Course Objectives

By the end of the term, the student should be able to:

1. Use the program development cycle for writing and implementing applications and realize its importance for producing quality programs.
2. Write and effectively test well-designed and accurately coded programs.
3. Understand the syntax, format, and spacing requirements of a high-level programming language.
4. Produce programs using the general computer operations and routines common in business applications.
5. Use and appreciate the necessity for good program documentation.
6. Realize the responsibility of the programmer for computer errors.
7. Understand computer capabilities and limitations.
8. Possess a foundation for subsequent study in programming and information processing.
9. Identify the career requirements of a computer programmer.

Course Content

I. Computers and Data Processing

A. Computer systems
   1. Equipment
   2. Peripherals

B. The data processing cycle--input, process, output, and store

C. Operational capabilities of the computer
   1. Input
   2. Output
   3. Arithmetic
   4. Logical
   5. Storing

II. The Program Development Cycle

A. Problem analysis and program specifications
   1. Desired output
   2. Required input
   3. Processing operations, routines, and variables

B. Program design
   1. Flowchart
   2. Pseudocode

C. Program coding
   1. Program review
   2. Revisions and corrections

D. Testing
   1. Test data and expected output
   2. Test all program options
   3. Debugging if necessary

E. Documentation
   1. Internal
   2. Flowcharts
   3. Maintenance and user instructions

III. Programming Applications

A. Input and output operations
   1. Processing loop
   2. Numerical and string variables and constants
   3. Fields, records, and files

B. Arithmetic operations
   1. Calculations
   2. Hierarchy of operations in expressions
   3. Rounding
   4. Accumulating totals
   5. Editing output for readability

C. Logical operations
   1. IF-THEN-ELSE logic
   2. DO-WHILE logic
   3. Relational operators
   4. Numeric comparisons
   5. String comparisons

D. Search routines
   1. Arrays--defining and loading
   2. Search and extract information

E. Sort routines

F. Optional application units
   1. Interactive programming
      a. Practical uses
      b. Prompts--user friendly approach
      c. Input editing
      d. Menus and program function modules
   2. String processing
   3. File creation and maintenance

Teaching Strategies

1. Provide opportunities for group work in program design.
2. Require design and coding reviews (walkthroughs).
3. Encourage reading of related material in current periodicals.
4. Invite guest speakers--professional programmers and others who work in the programming environment.
5. Provide field trips.
6. Research educational and training requirements for a career in programming.
7. Investigate schools which offer programs or degrees in programming.

Reference:

Shelly and Cashman, BASIC Programming for the IBM Personal Computer, Boston, Massachusetts: Boyd and Frazer Publishing Company, 1987.

Business Procedures

BUSINESS PROCEDURES

Introduction

Business Procedures develops employment skills by providing hands-on experience with current technology. The role of business and its relationship to information processing is explored throughout the course.

This course, ideally, is a two-semester course taught in grade 12.

Course Objectives

By the end of the term, the student should be able to:

1. Demonstrate employment skills using current business procedures.
2. Apply skills in the use of updated technology.
3. Demonstrate organizational, decision-making, communication, and social skills.
4. Produce mailable documents.
5. Identify individual strengths and weaknesses for professional growth in career pursuits.
6. Recognize career opportunities in nontraditional and traditional occupations.

Course Content

I. Human Relations

- A. Interpersonal skills
- B. Interacting on the job
- C. Sexist and non-sexist relationships

II. Career Opportunities

- A. Exploration of available jobs
- B. Search process for job information
- C. Job application and interview techniques
- D. Changing roles in jobs and leadership positions

III. Communications

- A. Oral and written
- B. Listening
- C. Reading
- D. Nonverbal

IV. Telecommunications

- A. Telephone systems and services
- B. Modems and Online Databases
- C. Electronic mail
- D. Facsimile/intelligent copiers
- E. Teleconferencing
- F. Networking
- G. Electronic home

V. Electronic Equipment Literacy (computers, electronic keyboards, transcribers, calculators)

- A. Concepts
- B. Operations/techniques
- C. Skill development

VI. Reprographics

- A. Systems
- B. Procedures
- C. Equipment

VII. Records Management

- A. Filing systems
- B. Micrographics
- C. Magnetic media
- D. Storage and retrieval

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VIII. Data Communication

A. Mail management
   1. Incoming mail procedures
   2. Outgoing mail procedures

B. Machine dictation/transcription*

*See Machine Transcription Unit

*See Computer Shorthand Transcription Unit

IX. Administrative Support Responsibilities

A. Mailable documents
   1. Letters
   2. Reports
   3. Memorandums
   4. Tables

B. Appointment scheduling

C. Travel arrangements, calendars, business meetings

D. Public relations

E. Financial activities
   1. Cash and accounts receivable
   2. Payments
   3. Petty cash

F. Task prioritization

G. Human resources development

H. Office safety and security

X. Simulation Projects

A. Medical Office

B. Legal Office

C. Receptionist

D. Executive Administrative Support

E. Word Processing Station/Pool

F. General Office

G. Insurance Office

Teaching Strategies

1. Use computers, transcribers, keypads, and calculators for skill development.
2. Use software packages.
3. Bring in a variety of resource speakers.
4. Provide constructive feedback.
5. Use hands-on experiences.
6. Use a variety of resource materials.
7. Provide opportunities for decision-making and prioritizing.
8. Provide individualized instruction for those students identified with special needs.
9. Provide reading material and speakers from non-traditional as well as traditional business occupations.

References

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Business & Office Education

BUSINESS AND OFFICE EDUCATION--PREPARATORY CLASS

Introduction

Business and Office Education Preparatory intends to accomplish three main objectives--career awareness and exploration of business occupations, building basic skill levels to meet entry level requirements for business occupations, and an opportunity for students to learn about the benefits available to them through a local, state, and national student organization.

This course should be taught to juniors who have completed the prerequisites and have a career interest in business occupations. It is a one- to two-semester course.

Course Objectives

By the end of the course, the student should be able to:

1. Set personal goals for self-improvement.
2. Recognize the qualifications required for business occupations, by individual industry, and the level of responsibility.
3. Prepare mailable materials.
4. Prepare for the job search process.
5. Identify entry-level business occupations which match his/her strengths.
6. Work cooperatively with others in planning local chapter activities.
7. Make use of reference materials.
8. Prepare evaluation summaries of chapter activities.
9. Identify appropriate business behavior.

Course Content

I. Student Organization

A. Official guide

B. Awards program

C. Calendar of events

II. Business Occupations

A. Job description knowledge

B. Administrative support, supervisory, and management

III. Job Search Process

A. Job search

B. Application letter

C. Resume

D. Application forms

E. Personal interview

F. Professional business attire

IV. Business Simulations/Practice Sets

A. Employee handbooks

B. Supervisory techniques

C. Motivation

D. Working relationship development

E. Prioritization

F. Efficient organization

* If time permits for additional units, see Business Procedures and Computer Application Units

Teaching Strategies

1. Collect various employee handbooks.
2. Conduct officer installation ceremony.
3. Plan social events.

4. Collect job descriptions for various business occupations.
5. Simulate job interviews.
6. Use word processor for all types of written business procedures.
7. Use business simulations and computer simulations for various business occupations.
8. Invite speakers from various business occupations.
9. Provide opportunities for decision-making, prioritization, and efficient organization.
10. Provide constructive feedback.

BUSINESS AND OFFICE EDUCATION–RELATED CLASS

Introduction

Students enrolled in the vocational office education program have the opportunity to apply their skills at a training station directly related to their occupational goals. Students will need to balance their efforts between classroom assignments, developing on-the-job skills according to training sponsor evaluations, and active participation in a student organization. Students also will be prepared to enter the full-time job market and perform as entry-level business employees.

This course is designed for seniors who qualify according to their career interests, their efforts as exhibited in prerequisite courses, and their sense of reliability. It is a one-year course.

Course Objectives

By the end of the course, the student should be able to:

1. Set personal goals.
2. Identify strengths and weaknesses.
3. Improve techniques/skills and efficiency.
4. Develop a good working relationship with co-workers and supervisors.
5. Abide by parliamentary procedures in meetings.
6. Plan and organize projects.
7. Perform with a minimum amount of supervision.
8. Research, analyze, and organize data according to guide lines.
9. Make good decisions based on facts and judgment.
10. Exhibit self-confidence.
11. Take pride in accomplishments.
12. Identify business behavior.
13. Budget personal finances.
14. Dress in professional attire.
15. Initiate time-saving procedures.
16. Work cooperatively with others.
17. Perform a variety of business procedures.
18. Display confidence in tackling new projects.

Course Content

I. Individual Goal Setting

A. As a student in the classroom

B. As an employee on the job

C. As a chapter member of a student organization

II. Individual Training Plans Directly Related to On-the-Job Training

A. Employer imput

B. Student input

C. Coordinator input

III. Calendar of Chapter Events in Student Organization

A. Officer elections

B. Standing committees

C. Awards program

D. Member responsibility

IV. Evaluations

A. Self-improvement

B. Self-evaluation

C. Strength and weakness evaluation

D. Employer evaluation

E. Skill-building evaluation

V. Parliamentary Procedures

A. Meeting organization

B. Roberts Rules of Order

C. Agenda/minutes

VI. Event Organization

A. Planning

B. Delegation

C. Evaluation

VII. Work Habits

A. Training and retention

B. Initiative

C. Tact

D. Prioritization

VIII. Decision-Making

A. Problem definition

B. Alternatives

C. Solution justification

IX. Self-Awareness

A. Values

B. Non-verbal communication

C. Human relations

X. Business Behavior

A. Co-worker/supervisor relationship

B. Customer relationship

C. Mature behavior

XI. If time permits, additional materials are available in Business Procedures and Computer Application Units

Teaching Strategies

1. Provide opportunities for students to set goals.
2. Discuss working relationships at all levels of employment.
3. Conduct parliamentary procedure demonstrations.
4. Use computer for word processing and other computer applications for various business procedures.
5. Provide constructive feedback.
6. Invite speakers from various business occupations.
7. Conduct officer elections.
8. Provide opportunity for students to organize a calendar of events.
9. Conduct officer installation ceremony.
10. Meet with employers for evaluation of students.
11. Meet with Vocational Advisory Council for consultation and advice.
12. Use individual training plans for students' on-the-job training.

MARKETING

Introduction

Marketing is a coordinated system of business activities designed to provide products and services that satisfy the needs and wants of customers through exchange processes. In actual business situations, marketing usually begins with a study and analysis of the needs and wants of prospective customers. From there, marketers consider what has become known as the marketing mix, or the four P's of marketing--product, place, price, and promotion. Business activities typically identified with the marketing mix include market research, product planning, transportation, storage, buying, pricing, advertising, personal selling, sales promotion, financing, personnel management, and marketing management.

Marketing is an important part of the American economic system. It is that segment of economics which identifies the customers' needs and desires for products and services, provides information for new and improved products and services, and informs consumers about the many diverse products and services which are available. These marketing activities should result in an increased standard of living for members of society and in a profit for business owners.

Marketing is one of the fastest-growing areas of employment. It is estimated that over one-third of the American labor force is employed in a marketing occupation or in a position requiring marketing skills. The largest percentage of these marketing jobs is in profit-oriented businesses; however, people with marketing skills are increasingly being employed to help market the services of non-profit organizations (e.g., hospitals, religious associations, charities, government agencies).

PRINCIPLES OF MARKETING

The purpose of this content area is to introduce students to the field of marketing. Marketing is considered the academic discipline associated with determining the customers' wants and needs and providing products and services to meet those identified wants and needs. It is recommended that the marketing course be offered with open enrollment for all students. This course is designed for a two-semester offering for junior or senior students.

Course Objectives

By the end of the course the student should be able to:

1. Prepare for employment and/or continuing education in the field of marketing.
2. Have an understanding and appreciation of the American private enterprise system.
3. Have an understanding of the contribution of marketing to the social and economic welfare of our nation.
4. Have an awareness of the civic and social responsibilities of business to society.
5. Use ethical standards in marketing.
6. Stimulate interest in marketing.
7. Satisfy the needs and wants of consumers.
8. Provide training that results in increased efficiency in marketing.
9. Contribute to the improvement of the techniques in marketing.
10. Adapt marketing practices and procedures to societal, economic, technical, and educational developments.
11. Advance the goals of the total educational program.
12. Develop among employers, employees, and consumers a greater appreciation of the value of trained personnel in marketing occupations.

Course Content

I. Introduction to Marketing Fundamentals

A. Marketing defined
   1. Job classifications in marketing
   2. Economic utility provided through marketing

B. Marketing and society
   1. Ethics in the marketplace
   2. Civic and social responsibilities

C. Marketing functions
   1. Exchange functions
      a. Buying
      b. Selling
   2. Physical functions
      a. Storage
      b. Transportation
      c. Processing
   3. Facilitating functions
      a. Standardization
      b. Financing
      c. Risk-bearing
      d. Marketing information management

II. The Consumer in the Marketplace

A. Population
   1. Size
   2. Characteristics
   3. Income
   4. Spending patterns

B. Consumer behavior

C. Defining the target market

III. The Marketing Mix

A. Product
   1. Services
   2. Product classification
   3. Product life-cycle
   4. Product positioning

B. Price
   1. Break even/marginal analysis
   2. Discounts and allowances
   3. Government regulations
   4. Economic influences
   5. Methods of price-setting

C. Place
   1. Channels of distribution
   2. Wholesaling
   3. Retailing

D. Promotion
   1. Advertising
   2. Sales promotion and display

IV. Product and Service Sales

A. Importance of selling to our economic system
   1. Free enterprise and sales
   2. Influence of selling in the economy
   3. Creative selling

B. Personal selling
   1. Role of the salesperson
   2. Personality traits needed by salespeople
   3. Positive sales image--attitude
   4. Time management
   5. Communication--oral/written
   6. Listening techniques

C. Sales preparation
   1. Buyer behavior and customer differences
      a. Types of buyers
      b. Consumer characteristics
   2. Product knowledge and related company services
      a. Sources of product knowledge
      b. Needs/benefit analysis
   3. Competition analysis
   4. Prospect identification

V. Entrepreneurship

A. The nature of small business
   1. Small business defined
   2. The advantages of small business
   3. The disadvantages of small business

B. Failure and success
   1. Business failure: an examination of the record
   2. Reasons for small business failures

C. Business feasibility studies

D. Services of the Small Business Administration

VI. Business Ownership

A. Legal forms of business ownership
   1. Proprietorship--advantages and disadvantages
   2. Partnership--advantages and disadvantages
   3. Corporation--advantages and disadvantages
   4. Franchise--advantages and disadvantages
   5. Small business--purchase an existing business

B. Buying an ongoing small business
   1. The advantages
   2. The disadvantages

C. Cooperative arrangements: franchise and investments
   1. How a franchise works
   2. The advantages or disadvantages of franchising
   3. The growth of small business franchising

VII. Free Enterprise

A. Comparative economic systems

B. Elements of capitalism

C. Importance of profit in our economy

D. Relationship of personal freedom and economic freedom

VIII. Marketing Careers

A. Sources of marketing careers
   1. Manufacturing businesses
   2. Service businesses
   3. Retailing/wholesaling businesses
   4. Non-profit organizations

Teaching Strategies

1. Follow problem-solving techniques by using a variety of case problems. Check the daily newspaper for a local problem and have students attempt to solve it, i.e., shoplifting, store hours, etc.

2. Assign a project in which the students would market a product; this would allow students the opportunity to tie in all the concepts taught. This could also be done by simulation.

3. Encourage the reading of newspapers, periodicals, or books.

4. Provide opportunities for role-playing, class discussion and small group activities.

5. Invite local business people or SCORE members to make presentations.

6. Have students determine what merchandise or consumer services are lacking in the community. The students will develop a prospectus in support of starting a business, using the criteria previously validated. Members of the Chamber of Commerce and service clubs can be used to help in such a project.

7. Have students compare the unity prices of six products found in two different grocery stores and prepare a report on the advantages and disadvantages inherent in different pricing routines for each product.

References

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Mason, Rath and Husted, Marketing, Principles and Practices. New York: Gregg/McGraw-Hill Publishing Co., 1986.

Meyer, Harris, Kohns and Stone, Retail Marketing. New York: Gregg/McGraw-Hill Publishing Co., 1988.

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SALES AND PROMOTION

Introduction

Sales and promotion will develop essential skills needed in the students' business and personal life. The scope of the sales and promotion class should be to create a promotional mix. Through small group and individual projects, classroom discussion, films, and role-playing, students will learn techniques of advertising, display, and sales. These three areas will be used to promote a good service using the promotional mix.

Course Objectives

By the end of the course, the student should be able to:

1. Understand career possibilities in advertising, display, and sales.
2. Explain the social and economic importance of the selling profession.
3. Demonstrate selling techniques.
4. Understand the ethical responsibilities of the salesperson.
5. Explain the social and economic importance of promotion.
6. Demonstrate basic promotion techniques.
7. Create an advertisement.
8. Select a medium for advertising.
9. Explain the value of marketing research.
10. Explain the importance of promotion evaluation and effectiveness.
11. Explain the different types of promotion.

Course Content

I. Introduction

A. Career opportunities and rewards of selling
   1. Employment opportunities in sales
   2. Promotional opportunities
   3. Financial rewards of selling
   4. Non-financial rewards of selling
   5. Salary selling vs. commission

B. Industrial, wholesale, and retail sales
   1. Functions of the purchasing agent
   2. Differences between industrial, wholesale, and retail selling
   3. Duties and responsibilities of various sales positions

C. Law and ethics of selling
   1. Unfair trade practices
   2. Antitrust laws
   3. Relationships with customers, competitors, and company

D. Company losses - shrinkage - return - allowances
   1. Controlling shoplifting
   2. Controlling returns and allowances
   3. Controlling pilferage

E. Building customer relations
   1. Knowing the importance of follow-up
   2. Handling customer problems
   3. Planning customer appreciation programs

II. Personal Selling

A. Sales personality
   1. Role of the salesperson
   2. Personality traits needed by salespeople

B. Sales preparation
   1. Buyer behavior
   2. Customer differences
   3. Product knowledge
   4. Company services
   5. Competition
   6. Characteristics of a good prospect
   7. Prospects
   8. Appointments
   9. Recordkeeping

C. Sales presentation
   1. Buying process
   2. Pre-approach
   3. Approach
   4. Determining wants and needs
   5. Feature-benefit presentation
   6. Customer objections
   7. Closing the sale
   8. Suggestion selling
   9. Reassurance - follow-up after sale

D. Promotion, industry overview
   1. Advertising and the free enterprise economy
   2. Scope of advertising industry
   3. History of advertising

E. Career opportunities in promotion

F. Selling and promotion in America
   1. The consumer and promotion
   2. The marketing process and promotion importance

G. Ethics
   1. Law and advertising
   2. Self-regulation

III. Implementation

A. Promotion budgets
   1. Based on last year's sales
   2. Based on next year's sales
   3. Objective and task
   4. Selling seasons

B. Media selection/media mix
   1. Broadcast
   2. Print
   3. Direct mail
   4. Telemarketing

C. Creation of advertisements
   1. Copy structure
   2. Layouts

D. Coordination of salesmanship, advertising, and visual merchandising
   1. Interior and window display
   2. Sales promotion activities
   3. Visual merchandising techniques

IV. Control and Evaluation

A. Control systems

B. Measuring effectiveness
   1. Inquiry and coupon tests
   2. Inventory counts

Teaching Strategies

1. Provide opportunities for skits and role-playing.
2. Set up a field trip to a business that uses unique displays, or take pictures of displays from malls the instructor has visited.
3. Use the local newspaper to develop a cooperative method in which students sell and develop newspaper advertising.

References

Eggland, S., and S. Sass, Advertising. Center for Occupational Curriculum Development, Division of Continuing Education, The University of Texas at Austin, 1980.

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ENTREPRENEURSHIP

Introduction

The Small Business Administration reveals that 98% of all establishments are classified as small businesses. They employ approximately 50% of the work force. Businesses with fewer than 20 employees create two out of three new jobs and 80% of new jobs were created by firms with fewer than 100 employees. Small businesses tend to hire persons with little experience, as they cannot afford the high salaries for experienced employees. Thus, the bulk of newly created jobs are filled by persons entering the work force, and small businesses must depend upon the education community to supply qualified persons. Entrepreneurship/Free Enterprise concepts should be integrated into a variety of business courses and separate courses may be offered in conjunction with other disciplines. Subject matter should explore the organization of businesses, how to establish a small business, entrepreneurship as a career opportunity, and awareness of the risk-taking attitude inherent in entrepreneurship activities.

Course Objectives

By the end of the course, the student should be able to:

1. Understand economic principles of private enterprise (routes to business ownership; profit motives; principles of business).
2. Be aware of career opportunities in entrepreneurship (advantages and disadvantages of entrepreneurship).
3. Assess entrepreneurial and occupational skills (characteristics and skills necessary to be an entrepreneur).
4. Understand legal, economic, and technological factors influencing business (be realistic about expectations).

Course Content

I. Our Free Enterprise System

A. What is an economic system
   1. Basic decision-making of a country
   2. Types of economic systems

B. Free enterprise
   1. Free
   2. Modified

C. Climate of free enterprise

D. What makes it work

II. Overview of Entrepreneurship

A. The nature of small business
   1. Small business defined
   2. The advantages of a small business
   3. The disadvantages of a small business

B. Failure and success
   1. Business failure: an examination of the records
   2. Why do small businesses fail

C. Business feasibility studies

D. The Small Business Administration (SBA)

III. Business Ownership

A. Buying an ongoing business
   1. Advantages
   2. Disadvantages
   3. Legal aspects
   4. Determination of the price

B. Selling your business
   1. Knowing when selling is profitable
   2. Determining selling price
   3. Legal aspects

C. Cooperative arrangements: franchise and investments
   1. How a franchise works
   2. Advantages and disadvantages of franchising
   3. Growth of small business franchising
   4. Buying and advertising groups

D. Cottage industries
   1. Are they for me
   2. How they work

E. Home-based businesses
   1. Growth
   2. Feasibility

F. Legal forms of business organization
   1. Proprietorship--advantages and disadvantages
   2. Partnership--advantages and disadvantages
   3. Corporations--advantages and disadvantages

IV. Marketing Management

A. Understanding the market
   1. Understanding the current market
   2. Market research
   3. Determining market demand

B. Marketing strategies and forecasting

C. Product planning

D. Sales and promotion

E. Distribution channels

F. Pricing strategies

G. Purchasing and inventory control

V. Operations Management

A. Planning and organization
   1. Principles and process planning
   2. Principles of organizing
   3. Job definitions and delegation of authority

B. Staffing and directing operations
   1. Recruiting, screening, selection, and training of personnel
   2. Communication and leadership

C. Performance
   1. Management by objectives
   2. Evaluation of employee performance

D. Risk management

E. Legal and government restrictions
   1. Legal contract
   2. Government regulations of small business

VI. Financial Management

A. Capital and financing
   1. Financial resources
   2. Operating capital

B. Financial statements and recordkeeping
   1. Types of financial statements
   2. Recordkeeping
   3. Accounting consultant

C. Credit and collections
   1. Types of credit
   2. Regulations of credit
   3. Credit collections

D. Taxes, records, and reports

VII. Types of Licenses

A. Licenses for operations within the state
   1. Local, state, and federal resources

Teaching Strategies

1. Have students develop, individually or in groups, a small business they would like to operate. Step by step, the students will develop the business on paper or on computer disk.
2. Use local businesspeople or SCORE members as classroom speakers.
3. Lead a class discussion about interests. Have students develop a list of interests/hobbies that people have made into small businesses. Students can come up with names (examples) individually or divided into small groups. The people who students might think of can be famous or people from the community, neighbors, friends, or relatives.
4. Ask the class to tell what kinds of community, education, and on-the-job knowledge an entrepreneur might need.
5. Have the class discuss where potential entrepreneurs might go to obtain some of the skills they don't have.
6. Have each student prepare a collage on a large poster board showing the knowledge the student has of his or her community. The student can use markers, newspaper/magazine clippings, construction paper and any other suitable materials. This activity should demonstrate the amount of knowledge the student already has.

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MARKETING EDUCATION

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation.

The mission of Marketing Education is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing practices, and build understandings of the range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Nature of Marketing

Marketing consists of those activities that make products and services readily available to consumers and businesses. Essentially, marketing (sometimes referred to as distribution) is the bridge between production, including the creation of services and ideas, and consumption. Most of these activities are performed by retailers, wholesalers, and businesses providing services. Marketing occupations, however, are found in all types of for-profit businesses, including those that manufacture products, as well as in not-for-profit organizations.

Instructional programs

Instructional programs in Marketing Education reflect the scope of marketing in the economy and are responsive to career opportunities in:

Apparel and Accessories Marketing
Business and Personal Services Marketing
Entrepreneurship
Financial Services Marketing
Floristry, Farm and Garden Supplies Marketing
Food Marketing
General Marketing
- Industrial Sales
- International Marketing
- Marketing Management

Home and Office Products Marketing
Hospitality and Recreation Marketing
Insurance Marketing
Real Estate Marketing
Transportation and Travel Marketing
Vehicles and Petroleum

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing, know how to relate to people, are computer literate and able communicators, reflect a work ethic, draw on all of their educational achievements, know their product or service area, and apply economic understandings in a private enterprise system and international commerce.

Methodology

A variety of "hands-on,minds on" methods are used to make instruction vocationally relevant. Applied learning takes the form of cooperative part-time employment, commonly referred to as cooperative education, job/cluster specific in-school projects and laboratory experiences, and other goal-directed activities.

Student Organization

Distributive Education Clubs of America (DECA) is an integral part of instruction. DECA's program of activities motivates students to increase their leadership and creative abilities, reinforces competencies developed in the curriculum, and encourages a competitive spirit.

Where Offered

Marketing Education, when delivered as a part of the nation's system of vocational education, is offered in all types of educational institutions but excludes career preparation programs at the baccalaureate or higher degree levels. Marketing Education programs are mainly offered in high schools and two-year postsecondary institutions.

MARKETING EDUCATION RELATED CLASS

Introduction

The Marketing Education Related Class is a senior, one-year course offering. In the case that a Marketing class is being offered, this related class could be entitled Marketing II and the Marketing class could be titled Marketing I. An emphasis is placed on

competency-based learning with the teacher-coordinator serving as a manager of the learning system. The coordinator's role is that of overseeing the entire learning process, planning activities, guiding student involvement, and evaluating student outcomes.

The content of this course will vary depending upon other Marketing Education offerings. This course should consist of basic marketing content and core occupational competencies needed for job success. The Marketing Education Program should offer a coop work experience component. Simulation, job shadowing, and school stores are other alternatives to the cooperative method.

Course Objectives

By the end of the course the student should be able to:

1. Identify one's strengths and weaknesses.
2. Set personal goals.
3. Develop positive working relationships with management, co-workers and other students.
4. Plan and organize projects.
5. Understand the role of parliamentary procedure.
6. Develop problem-solving and decision-making techniques.
7. Project a businesslike manner.
8. Budget personal finances.
9. Dress in businesslike attire.
10. Enter a vocational technical program, community college, or four-year college or university.
11. Obtain gainful employment in a marketing occupation.
12. Seek personal and occupational guidance.
13. Understand the American private enterprise system.
14. Understand the contribution marketing makes to our economic system.

Course Content

I. Orientation to Marketing Education

- A. Program purpose
- B. Marketing careers
- C. Classroom instruction
  1. Organization
  2. Rules and procedures
- D. On-the-job training
  1. Rules and procedures, safety
  2. Forms
  3. Evaluations

II. Orientation to DECA

- A. Purpose
- B. Organization
- C. Meetings and activities
- D. State and national activities

III. Economic Fundamentals

- A. Basic concepts
  1. Economic activities
  2. Economic goods and services
  3. Economic resources
  4. Utility
  5. Supply and demand
  6. Price
- B. Economic systems
  1. Types of systems
  2. Government and business relationships
  3. Private ownership
- C. Cost-profit concepts
  1. Productivity
  2. Profit
  3. Risk
  4. Competition

IV. Operations

- A. Human resources
  1. Personality
  2. Self-concept
  3. Self-development
  4. Horizontal and vertical relationships
  5. Goal setting

B. Communications
   1. Written
   2. Verbal
   3. Non-verbal
   4. Telephone skills
   5. Listening

C. Basic math skills
   1. Customer services
      a. Returns
      b. Checks
      c. Tax
      d. Discounts
      e. Charges
      f. Change
      g. C.O.D.
      h. Register operations
      i. UPC codes

V. Merchandising

A. Promotion
   1. Media promotion
   2. Importance of promotion
   3. Types of promotion

B. In-store promotion
   1. Importance of in-store promotion
   2. Types of in-store promotion

C. Budgets

D. Pricing
   1. Mark-up/mark-down
   2. Policies
   3. Break-even point

E. Buying
   1. Dating invoices
   2. Laws
   3. Open to buy
   4. Buying for resale

F. Stocking
   1. Purchases
   2. Inventory management
   3. Stock turnover

G. Distribution
   1. Economics of distribution
   2. Transporting
   3. Storing

H. Financing
   1. Resources
   2. Short-term
   3. Long-term
   4. Credit and collections
   5. Income statements

I. Product and Service Planning
   1. Customer services
   2. Store security
   3. Packaging and labelling
   4. Market research

VI. Management

A. Human resources
   1. Hiring
   2. Training

B. Risk
   1. Profit
   2. Competition

C. Civic
   1. Responsibilities
   2. Government

D. Careers
   1. Applications
   2. Resignations

Teaching Strategies

1. Encourage weekly readings in newspapers and business magazines.
2. Provide opportunities for local speakers, skits, and role playing.
3. Plan ahead and use videos, films, and TV programs to enhance instruction.
4. Use computer programs that can supplement instruction: Peanut Butter, Sandwich Shop, Cartels and Cutthroats, Wordstar 2000, Electric Desk, Novel Ideas, Pricing Mark-Up and Mark-Down, AppleWorks.
5. Make arrangements for field trips.
6. Relate DECA activities to classroom learning (meetings, manuals, competitive events, and competitive events sponsored by national companies.
7. Use the local newspaper or printing shop to coordinate an advertising project.

8. Prepare crossword puzzles and brainteaser activities.
9. Encourage the use of high school or local merchants' display areas.
10. Use the computer for word processing, database, and spreadsheet activities.
11. Meet with local advisory council for consultation and advice.

References

MarkEd Resource Center, 1375 King Avenue, P.O. Box 12226, Columbus, OH 43212-0226. (Instructional units available.)

Mason, R., P. Rath and S. Husted. Marketing Principles and Practices, Fourth Edition, Gregg Division, McGraw-Hill Book Co., 1986.

Meyer, Harris, Kohns, Stone. Retail Marketing: Employers, Managers, and Entrepreneurs. Gregg/McGraw-Hill Publishing Co., 1988.

General Topics

BUSINESS EDUCATION ADVISORY COUNCIL

The school system must know the real needs and wants of business if it is to serve effectively the labor needs of the changing world of work. The community, in turn, should know what is being taught. There must be a two-way system of communication to maintain a working relationship so that both can share in the responsibility of educating the work force for a changing tomorrow. One of the most effective ways of providing a two-way system of communication is through the use of an advisory council. The business educator is a logical person to lead the school's efforts to achieve close ties and meaningful relationships with the business leaders in the community.

Roles of an Advisory Council

1. An advisory council is the public relations team for the promotion of the business education program.
2. It serves as a liaison between the business community and the school.
3. Placement opportunities in the community result from an active advisory council.
4. The advisory council can serve as a catalyst, causing the administration and guidance counselors to assist the business educator in securing a quality program.
5. The advisory council can serve in recruiting students into the business education program.
6. The advisory council can serve as a suggestive force in curriculum planning and articulation activities.
7. The advisory council has no administrative or legislative authority--its role is to give advice.

Council Personnel

Experience and enthusiasm for business education are two of the most important qualities to look for in potential advisory council members. They also should have integrity, be civic-minded, responsible, and cooperative. They must be available and willing to attend meetings as often as necessary, and they should stay well-informed about school activities.

The optimum size of an advisory council is from nine to twelve, but may range from five to fifteen. Care should be taken to ensure a cross-representative selection of the community: executives, employees, union representatives if applicable, a school representative, a graduate, and a student. The council should be multi-cultural and non-sexist.

In order that membership not become burdensome and so that other individuals who have expressed an interest in the educational program may have the opportunity to make a contribution, the suggested length of a term is usually three years. Terms are usually staggered with one-third of the membership replaced each year.

Appointment of members should be an official act of the Board of Education, school principal, and business educator. It is good psychology to send a letter of invitation to each member, signed by either the chairperson of the Board of Education, the superintendant, or the dean of the school. This helps to assure the school administration that the advisory council will not undermine its authority, and to ensure that the members of the advisory council will understand their role in the school organization. Appointment by the highest school authority gives prestige to the members of the council.

The business education department head should confer with these members individually and explain the benefits of the advisory council concept and the individual benefits to the council member. The members should be informed of the purpose of the council and how their contribution is valuable.

Council Meetings

For the advisory council meetings, an agenda should be developed and followed to ensure that the meeting accomplishes its objectives. The first meeting is to acquaint the members with the philosophy, objectives, and purposes of business education and the advisory council. In addition, the first meeting is used to elect a chairperson, choose a meeting place, and set dates for future meetings. The business education department head may serve as secretary to take minutes, inform members of future meetings, maintain files, send out newsletters, and provide other pertinent information.

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Advisory Council Activities

1. Explain the business program to others in the business community.
2. Assist the business educator in identifying competencies to be developed and in evaluating programs.
3. Utilize personal knowledge of the employer in preparing students for entry-level skills.
4. Be available for counsel and assistance, i.e., as a guest lecturer, provider of work samples, and as an expert in the business field.
5. Inform the school board about policies which will pertain to effective, efficient business education.
6. Review and develop current curriculum modifications.
7. Assist the business educator in preparing the instructional sequence.
8. Encourage students to attend and become involved in their respective business/professional meetings.
9. Identify career opportunities and qualifications for students.
10. Aid students and educators in preparing for job applications and interviews.
11. Promote a business education week in respective businesses and involve local business in the promotion.
12. Establish community relationships through organizing student community projects.
13. Gather and donate trade magazines and equipment to the business education department.
14. Assist in conducting and interpreting business community surveys.
15. Give advice on articulation activities between the high schools and the community colleges.
16. Make recommendations on proposed physical facilities and adequacy of equipment and supplies.
17. Provide specialized vocational literature, such as occupational brochures and pamphlets.
18. Assist in the placement of students and graduates.
19. Participate in news programs designed to promote vocational education.
20. Participate in a reception or open house for students, parents, and others in the community.

AREA EDUCATION AGENCIES

EDUCATIONAL SERVICES

Educational Services may offer various programs and services. Within the limits of available funding, the law provides for in-service for local district and AEA staff members, educational data processing, research, demonstration projects, and models for educational planning.

In actual practice, the assistance Educational Services provide to local schools comes under the heading of curriculum development. Division personnel help schools supplement, enrich, and plan their programs through consulting, in-service, staff development, and several competitions for students.

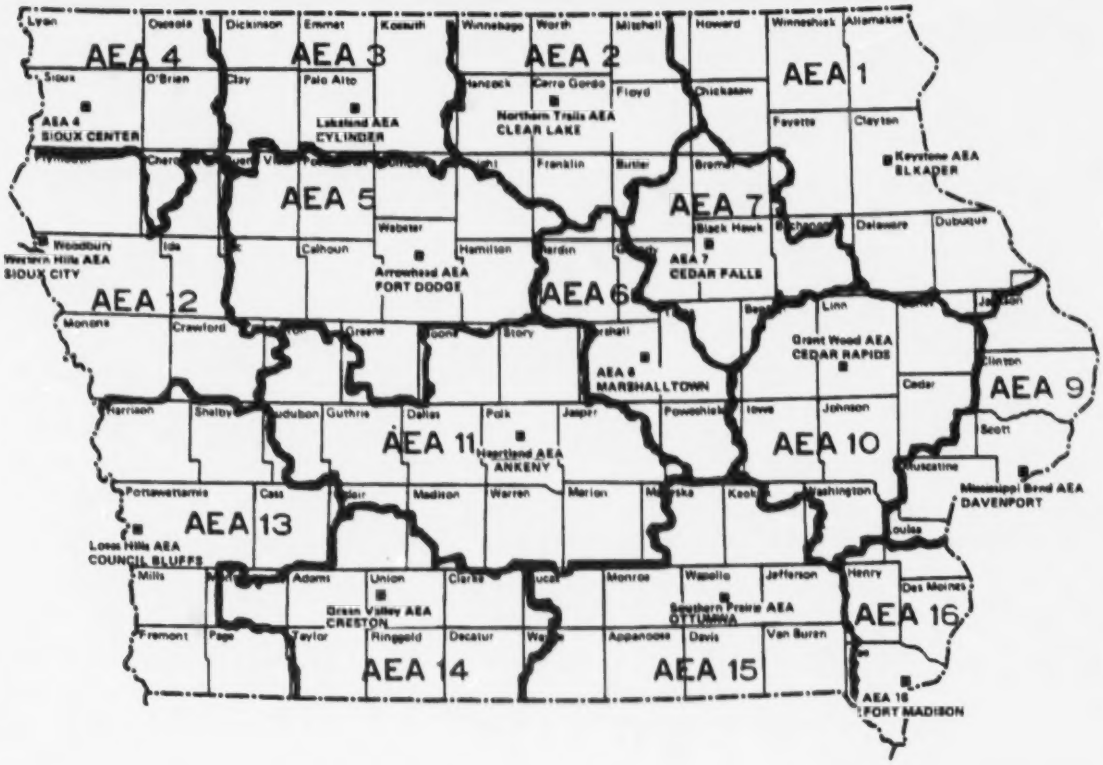
MEDIA SERVICES

AEA Media Services include:

Materials lending library containing films, books, and nonprint media such as kits, filmstrips, records, slide-tape programs and models
Professional library for professional growth of educators
Curriculum laboratory for preview of current educational materials. Including textbooks and supplementary print and audiovisual materials, and computer software
Production services offering print and nonprint production and reproduction
Delivery services for distribution of materials to and from schools

In addition, some AEA Media Centers provide other services which may include consultative services, cooperative purchasing programs, equipment repair programs, and access to data and resource information systems.

Area Education Agencies



Area Education Agency 1
Keystone AEA
RR2 Box 19
Elkader, IA 52043
(319) 245-1480

Area Education Agency 2
Northern Trails AEA
P.O. Box M
Clear Lake, IA 50428
(515) 357-6125

Area Education Agency 3
Lakeland AEA
Cylinder, IA 50528
(712) 424-3211

Area Education Agency 4
102 South Main Avenue
Sioux Center, IA 51250
(712) 722-4378

Area Education Agency 5
Arrowhead AEA
1235 5th Avenue South Box 1399
Fort Dodge, IA 50501
(515) 576-7434

Area Education Agency 6
210 South 12th Avenue
Marshalltown, IA 50158
(515) 752-1578

Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, IA 50613
(319) 277-3330

Area Education Agency 9
Mississippi Bend AEA
2604 West Locust
Davenport, IA 52804
(319) 391-0400

Area Education Agency 10
Grant Wood AEA
4401 6th Street Road SW
Cedar Rapids, IA 52404
(319) 399-6700

Area Education Agency 11
Heartland AEA
6500 Corporate Drive
Johnston, IA 50131
(515) 270-9030

Area Education Agency 12
Western Hills AEA
1520 Morningside Avenue
Sioux City, IA 51106
(712) 279-6620

Area Education Agency 13
Loess Hills AEA
Box 1109 - RR1
Council Bluffs, IA 51502
(712) 366-0503

Area Education Agency 14
Green Valley AEA
Green Valley Road
Creston, IA 50801

Area Education Agency 15
Southern Prairie
Ottumwa Ind. Airport Bldg.
Ottumwa, IA 52501

Area Education Agency 16
Great River AEA
1200 Universitiy Box 1065
Burlington, IA 52601
(319) 753-6561

SPECIAL EDUCATION SERVICES

While some AEA's have programs of instructional services, all provide support services.

Special Education support staff members assist local school districts in identifying and evaluating handicapped students from birth to age 21. A team of AEA personnel, along with local school staff and parents, then determine the best plan for teaching each child, including what materials or techniques might be most effective.

Members of the team may include such AEA staff members as a school psychologist, speech/language clinician, audiologist, school social worker, and program consultant.

Special education divisions also include a Preschool Department which has staff members specially trained to work with preschool handicapped children.

ARTICULATION

Probably no other program in our schools today has experienced as much expansion and growth in such a short period of time as has business education. Students today are exposed to business education concepts at an earlier age than ever before and are continuing this exposure through the postsecondary schools and throughout their entire lifetimes. "Similarity of programs and objectives from one level to another emphasizes the need to articulate. An articulation program facilitates transition of students from one educational level to another without students experiencing a loss of credit or a need to duplicate parts of a program."[1] Because of this continued, comprehensive involvement, it is essential that coordination and articulation at all levels be developed.

The National Advisory Council on Vocational Education defines articulation as follows: ". . . the planned process within the education system which facilitates the transition of students between secondary and postsecondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the education process."[2] Because business education now reaches students in the elementary schools, it is imperative that this definition be modified to include transition of students between elementary and junior high/middle school, as well as between junior high/middle school and secondary.

A successful articulation program includes both horizontal articulation as well as vertical articulation. Horizontal articulation (intra school and community) refers to "those relationships between/among programs, courses, or activities which exist at any one educational competency level and will lead to coordinated educational programs for the students."[3] Vertical articulation (interschool) is generally thought of as "the relationships among institutions, programs, courses, or activities."[4] The main emphasis in vertical articulation is coordination that ensures that students progress through courses and programs as efficiently and as effectively as possible.

A carefully designed and executed articulation plan can be a valuable asset to any business education program as well as the entire educational system. A good articulation program will:

1. Save the students time and money.
2. Use funds, facilities, and personnel more efficiently.
3. Eliminate duplication of educational experiences.
4. Provide for efficient transfer of skills from one course/program to another as well as from the classroom to employment.
5. Allow for advanced placement of students (particularly at the postsecondary level).
6. Allow students greater opportunity to enroll in other business courses because they will not be needlessly duplicating efforts in course content.
7. Open the door for better school-community relations.
8. Motivate students to see that their high school work could fulfill college requirements.
9. Update and improve business courses and curriculum.
10. Strengthen programs and thus attract better students and generally increase enrollments.

Horizontal Articulation

Open lines of communication must be constantly reinforced between the business education staff and colleagues, administration, students, parents, and community leaders. This requires much understanding, trust, and cooperation. These individuals must be continually informed of and updated on activities taking place or changes occurring in the business education program as well as the many benefits the program has to offer the student population. Some suggestions that will facilitate good horizontal articulation are as follows:

1. Ask colleagues for help or assistance in teaching activities that overlap with their curricular area. Involve them in developing activities and units in these areas and possibly set up a team-teaching situation.
2. Keep the counseling staff and administrative personnel constantly updated on changes in your program. Invite them to department meetings and share with them concerns or trends and how these affect students.
3. Use community as well as school media sources to promote and publicize the business education program.
4. Involve community resource people as guest speakers or in a "partnership" type of program.
5. Arrange class visits or tours of local business firms and offices.
6. Get involved in local service organizations. Volunteer to give a program acquainting the membership with the business education program in your school district.

Vertical Articulation

"Vertical articulation refers to the relationships among institutions, programs, courses, or activities. Like steps on a ladder, these relationships provide a coordinated program for a student moving from one educational level to the next."[5]

The following ideas and suggestions, taken from the Wisconsin Department of Public Instruction's "A Guide to Curriculum Planning in Business Education," may be helpful in promoting vertical articulation.[6]

I. Elementary-Junior High/Middle School

A. The home, parents, and work should be the focal point of career education.

B. Discuss jobs, work, and what people do when they work.

C. Use current occupational information as part of the plan to acquaint students with the world of work.

D. Involve the students in the work community by utilizing guest speakers, tours of local businesses, films, and special projects.

E. Develop a business vocabulary appropriate for that age level.

F. Invite elementary students and parents to Junior High/Middle School open houses and provide opportunities for these younger students to explore the possibilities in the Junior High/Middle School business curriculum.

II. Junior High/Middle School-Secondary

A. Staff members at both levels should meet regularly to identify problems and possible solutions.

B. Teachers should participate in an exchange/visit with the other grade level to become familiar with programs, facilities, equipment, and so on.

C. Identify specific activities that can be conducted at the Junior High/Middle School level to improve recruitment and orientation prior to enrolling for secondary courses. These may include identifying Junior High/Middle School students with career interests in business, communicating with parents the value of courses offered in the secondary business education program, utilizing placement testing, arranging for Junior High/Middle School students to visit the secondary business education department, and having secondary business education students visit with the Junior High/Middle School students regarding the business curriculum.

D. Actively promote business education throughout the district through the use of open houses, newsletters, skill contests, posters, and so forth.

E. Utilize cooperative activities with colleagues in other curricular areas as a means of promoting the business education program.

F. Use equipment and facilities cooperatively when feasible.

G. Convey to students the personal applicability of business subjects.

H. Strive to keep all course materials, equipment, and content up to date.

III. Secondary-Postsecondary

A. Set up an Articulation Committee composed of representatives from each level to meet on a regular basis to discuss and develop policies, procedures, requirements, and curriculums. This committee should serve as the channel of communication for teachers, administrators, students, counselors, and admissions directors.

B. Verify that the educational philosophies of each of the different institutions are in harmony.

C. Provide staff development training for instructors at both levels.

D. Provide time for teachers of similar subject matters at both levels to meet and discuss content, methods, evaluation techniques, etc.

E. Teachers should participate in an exchange/visit with the other level to become familiar with the program, facilities, and equipment.

F. Develop a complimentary curriculum between institutions that utilize similar course titles, course descriptions, and course accountability for the offerings at the secondary level so students and teachers will know what the various course offering will include.

G. Develop a cooperative plan between institutions to best utilize staff, facilities, equipment, and programs to their fullest capacity.

H. Staff members in the institutions must be willing to share curriculum materials.

I. Utilize placement testing to properly place students in postsecondary courses.

J. Develop a committee composed of representatives from each institution to deal with postsecondary entrance requirements.

K. Include secondary guidance counselors in discussions relating to career counseling and guidance of secondary students.

L. Provide opportunities for secondary students and parents to visit postsecondary institutions.

M. Develop articulation agreements between the institutions. These agreements allow for advanced standing and placement of secondary students at the postsecondary level.

Successful articulation programs reveal certain practices or conditions that are essential. The following points should be kept in mind when establishing articulation activities in a district:

1. A strong commitment and enthusiastic leadership must come from the top administrative level. This should be evidenced by a strong message that articulation is a clear priority.
2. Staff members directly affected by the program must be involved in the initial planning of procedures and materials.
3. Provide appropriate inservice activities for staff to work on the various components of the articulation program.
4. All parties involved must communicate frequently and regularly.
5. Review and evaluate activities, practices, and the overall articulation program at regular intervals.

"Active, effective articulation programs respond to many of business education's needs by using resources to maximum advantage and by delivering strong, high-quality business programs. When a well-planned articulation system is in place, students are the big winners--and that makes it a win-win situation for everyone."[7]

NOTES

1. Joan W. Blank and Vicki A. Poole, A Guide to Curriculum Planning in Business Education, Wisconsin Department of Public Instruction, Madison, WS, 1987, p. 40.
2. Ibid., p. 48.
3. Ibid., p. 52.
4. Ibid., p. 49.
5. Ibid.
6. Ibid., p. 49-51.
7. Catharine P. Warmbrod, "A Good Match: Business Programs and Articulation," Journal of Education for Business, December, 1987, p. 103.

REFERENCES

Blank, Joan W., and Vicki A. Poole, A Guide to Curriculum Planning in Business Education, Wisconsin Department of Public Instruction, Madison, WS, 1987, pp. 48-55.

Warmbrod, Catharine P. "A Good Match: Business Programs and Articulation." Journal of Education for Business. December 1987, pp. 101-103.

CAREER EDUCATION

The intent of this section is to share with the reader the background of and current activities in career education. Some ideas are given that may be of assistance in planning and implementing a career education program.

What is Career Education?

The Iowa State Plan for Career Education (1978-1982) defined career education as the "sequence of planned education activities designed to provide students experience in decision-making; exploration of employment opportunities; and the development of positive attitudes, values, knowledge, and skills pertaining to self and the society in which they live."

Another definition for career education is given by the Career Information System of Iowa. "Career education is a sequence of planned school and community activities designed to provide experience in decision-making; exploration of employment opportunities; and the development of positive attitudes, values, knowledge, and skills in relation to self and the 'world of work' that will contribute to personal fulfillment in present and future life opportunities as well as potential economic independence."

Background Information

1. In the late 1960s, the State Department of Education changed the name of the Division of Vocational Education to the Division of Career Education.
2. In the early 1970s, the United States Office of Education began to identify and expand the concept of career education.
3. A project in cooperation with the Department of Education and Iowa State University began to develop and pilot career education in nine Iowa school districts.
4. During the early 1970s, each state and local school district developed its own definition with some having an emphasis in either guidance or vocational education.
5. During the early and middle 1970s, career education was funded with federal exemplary vocational funds.
6. In the late 1970s, states also began to identify and appropriate their own funds for implementing career education.
7. Federal legislation for career education was approved and funds appropriated in the latter part of the 1970s.

8. In 1975, the State Code of Iowa identified career education as follows: "The board of directors of each local public school district and the authorities in charge of each nonpublic school district shall incorporate into the education program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher-learning experiences from the pre-kindergarten level through grade twelve shall be provided for all students currently enrolled . . .

"Essential elements in career education shall include, but not be limited to: a. awareness of self in relation to others and the needs of society; b. exploration of employment opportunities and experience in personal decision-making; c. experiences which will help students integrate work values and work skills into their lives."

9. In 1974, the state of Iowa developed the Career Information System of Iowa as a way of providing up-to-date career information to all schools. The goal of the CISI program is "To ensure that the instructional program of each school enables individuals to move through the stages of career development in a planned sequence of curriculum experiences."

Career Education and Vocational Education

Career education in Iowa was developed and implemented as a joint effort between guidance and vocational education. Both the Code of Iowa and the definition in the State Plan for Career Education indicate that career education should be infused in all subject areas at all grade levels.

Since their inception, vocational education programs have addressed several components of career education. The two main components are occupational skills and employability skills. These two components may be further defined as follows:

Occupational skills--This component is unique to vocational education and has long been the primary objective of vocational education. In this component students learn the skills required by the employer to be successful on the job. Through input from program advisory committees, task analysis surveys, and cooperative education training plans, instructors and students can identify and learn the appropriate occupational skills needed for successful employment. These skills can be developed through in-school programs, on-the-job programs (apprenticeship), or a combination of the two. Each vocational service area (agriculture, marketing, health, home economics, office education, and trade and industrial education) utilize one or more of these strategies for teaching students occupational skills.

Employability skills--This component is currently a part of some, but not all, vocational programs. Employers and advisory councils have informed educators that most employees who are terminated in their jobs are terminated because of a lack of skill in this component rather than the occupational skill component. Skills in this component include such areas as self-assessment, employment needs, finding a job, applying for a job, success on the job, advancing on the job; as well as miscellaneous topics like money management, unions, corporate structures, and income tax preparation. The strategies for teaching these topics could be through cooperative education, related instruction courses, and/or a related instructional unit in the vocational skill program. This strategy may vary among the vocational service areas.

Recognizing the importance of an occupational information dissemination system, the Career Information System of Iowa (CISI), which was created by the Department of Education, took the work done by the Vital Information for Education and Work (VIEW) program and the Computerized Vocational Information System (CVIS) and put it together into one program. CISI makes career information available to schools and other agencies in two ways. First, a manual system that features a plastic needle sort deck with the accompanying printed briefs and program statements, and information in microfiche form. Second, a computerized delivery system that utilizes a computer terminal. Both systems are designed to be operator-friendly. The occupational information contained in both modes is continuously updated and new materials are distributed to the users.

A very important aspect of both delivery modes is the access provided by a self-questionnaire called QUEST. This enables the user to relate various attributes or characteristics to occupations. In addition to the ongoing PROCESS (Process of Reviewing Options Through Career Exploration Self Study), the system was expanded in 1977 to include AWARE: Awareness of Work Activities and Related Explorations.

Ten Action Steps for Implementing Career Education

Phase I:

1. Organize the appropriate interactive network of interested individuals and groups.
2. Gain an understanding of the concepts of career education and establish appropriate educational objectives.

Phase II:

3. Study the current educational system to determine the changes necessary to turn it into a true career education system.
4. Inventory and marshal all available resources.
5. Begin planning the career education system most appropriate for your community.

Phase III:

6. Seek the cooperation of all necessary organizations, institutions, and individuals.
7. Implement the system.
8. Put the evaluative process in operation to determine how well the system is working.

Phase IV:

9. Create a feedback system to use evaluation findings to adapt and improve career education programs.
10. Make provision for a program of maintenance to sustain the vital parts of the system and the initiative, and tie these activities into the interactive network.

Current Career Education Activities

Community Partnerships--One of the current thrusts in career education is the review and involvement of various community partners in the planning and implementation of career education. Community partners have excellent materials and human resources to assist educators in helping students make career decisions. A partial list of these community partners follows:

American Legion/American Legion Auxiliary Collaboration
Junior Achievement
National School Volunteers Program
National Retired Teachers Association/American Association of Retired Persons
Boy Scouts of America
Women's American Organization for Rehabilitation Through Training
Girl Scouts
4-H
National Alliance of Business
Association of Junior Leagues
Chamber of Commerce
Rotary International
Lions Club
Organized Labor Unions

Career education activities can be used very successfully to help students understand the need for and application of basic academic skills. Vocational education curriculum and programs can be strengthened by the implementation of career education activities.

The emphasis on career education is still as relevant today as it was in the 1970s. Because of their community contacts and involvement, vocational educators and especially educators of business programs can and should play an important role in the planning and implementation of career education.

Goals for K-12 Career Education Program

Self Concept

Awareness

1. Recognizes personal interests
2. Becomes aware of one's own developing mental and creative abilities.
3. Becomes aware of one's own physical characteristics.
4. Recognizes feelings toward self.

Accommodation

1. Recognizes the importance of the educational setting (home, school, community) to one's own personal growth.
2. Recognizes the relationship between school activities and tasks outside school.
3. Recognizes the environment best suited to one's own learning.
4. Recognizés the wide variety of occupations.

5. Recognizes the importance of organization within the world of work.
6. Recognizes that people change occupations.

Exploration

1. Assesses one's own personal interests.
2. Assesses developing mental and creative abilities in terms of evolving life goals.
3. Analyzes one's own physical abilities and potentials.
4. Relates to one's own emotional characteristics as a function of his/her total being.

Preparation

1. Refines personal interests (both awareness and judgement).
2. Correlates personal aspiration and life goals to one's own mental and creative abilities.
3. Conceptualizes the importance of one's own physical abilities and potentials.
4. Considers emotional characteristics as a function of one's total being.

Self and Society

Awareness

1. Recognizes societal institutions that influence personal attitudes and values.
   a. Becomes aware of the family as a basic social unit influencing the individual.
   b. Becomes aware of the school and community as influences on the individual.
2. Recognizes the contributions of various units to a functioning society.
3. Recognizes that technology and changes in technology influence daily life and values.

Accommodation

1. Exhibits understanding of the influence of diverse cultures in values.
   a. Recognizes that all cultures are to be respected.
   b. Recognizes that what is considered acceptable behavior in one culture may be considered antisocial in another.
2. Sees the interdependence among contributing members in units of society.
3. Differentiates among reasons for changing technology and values.

Exploration

1. Assesses how personal values relate to changing society roles and norms.
2. Recognizes that some people must work if society is to survive.
3. Examines impact of changing technology and values on present career choices and opportunities.

Preparation

1. Reconciles personal values in terms of one's own needs and societal welfare.
2. Recognizes the interdependency between an individual's and society's needs.
3. Forecasts trends in career choices and opportunities emerging from changing technology and values.
4. Recognizes that in a service-oriented society, work consists of activities which allow the individual to fulfill personal and societal needs.

Interpersonal Relations

Awareness

1. Recognizes feelings toward peers, adults, and the environment.
2. Becomes aware of the feelings of peers and adults.
3. Recognizes that human beings are more alike than different.
4. Recognizes that there are various peer groups with whom one associates.
5. Recognizes the dignity of the individual.

Accommodation

1. Relates emotional characteristics as an interpersonal function between peers, adults, and the environment.
2. Recognizes variations in attributes of self, peers, and adults.
3. Relates successfully with various peer groups.
4. Appraises others' perception of self.
   a. Copes with praise and criticism from adults and peers in a positive manner.

5. Recognizes that variations in attitude are important in a group.

Exploration

1. Identifies appropriate personal emotional characteristics (feelings) when interacting with peers, adults, and the environment.
2. Analyzes others' perception of self.
3. Demonstrates understanding and appreciations for variations in personal characteristics.
4. Recognizes that different circumstances give rise to different group relations.

Preparation

1. Utilizes appropriate personal emotional characteristics (feelings) when interacting with peers, adults, and the environment.
2. Evaluates self-image as perceived by self and others.
3. Recognizes image of self as perceived by self and others.
4. Differentiates the ways in which different peer groups exert formal and informal controls on human relations.

Decision Making

Awareness

1. Acquires short-term personal goals.
2. Becomes aware of decision-making processes.

Accommodation

1. Becomes aware of future goal possibilities.
2. Acquires experience in making decisions and accepting the consequences of the decisions.
3. Recognizes that self-knowledge is related to a set or system of values.
4. Recognizes aptitudes which relate to various career clusters.
5. Recognizes that there is continuous interaction between one's knowledge and opportunities.
6. Choose activities which will utilize personal interests and abilities in making contributions to school and community.

Exploration

1. Acquires some long-term personal goals.
2. Cultivates the abilities to make decisions and analyzes the consequences of one's own decisions (problem-solving process).
3. Understands the process of assessing personal competencies such as experiences, education, and skill.
4. Relates personal characteristics to selected clusters of occupations.
5. Understands the process of evaluating one's own abilities, personal qualities, aspirations and values and their interrelationships.
6. Formulates tentative career expectations in terms of personal characteristics.

Preparation

1. Synthesizes and develops plans for achieving personal goals.
2. Effects decisions and anticipates consequences of those decisions.
3. Demonstrates the ability to apply the processes of evaluating personal competencies, such as experience, education, and skills.
4. Analyzes personal characteristics as they relate to areas of interest.
5. Demonstrates the ability to apply the process of evaluating one's own abilities, personal qualities, and values and their interrelationship to each other.
6. Generates plans and begins preparation for occupational entry into selected occupational area(s).

Economics

Awareness

1. Expands the concept of work to include paid and unpaid work.
    a. Understands that work produces goods and services.
    b. Differentiates between consumers and producers.
2. Becomes aware of the economic aspects of the world of work.
    a. Becomes aware of money as a medium of exchange.
    b. Becomes aware that workers are paid for their services.

3. Becomes aware that ownership can result in loss as well as gain.

Accommodation

1. Expands the concept of work to include paid and unpaid work.
2. Investigates the economic factors which influence the life of the individual in the world of work.
3. Recognizes that different types of costs, risks, and rewards are involved with investment and ownership.
4. Relates life styles to work roles.

Exploration

1. Identifies the implications of the concept of leisure time, vacation and avocation as they relate to a person's life needs.
2. Analyzes the economic aspect of the world of work.
3. Differentiates among costs, risks, and rewards of various types of investment and ownership.
4. Develops an idea of the type of life style desired.
5. Considers the economic impact of national policies on the availability of jobs.
6. Differentiates between consumers and producers.
7. Recognizes the factors which influence remuneration and benefits of employment.

Preparation

1. Demonstrates the understanding of the application of economic principles in remuneration for different kinds of work.
2. Analyzes and experiences the economic stress of the world of work.
3. Examines the impact of various investment costs, risks, and rewards on career choices and opportunities.
4. Evaluates factors influencing incomes and advancement opportunities in occupations.
5. Becomes aware of the effect of international and national economic policies on employment possibilities.
6. Differentiates between consumers and producers.
7. Investigates fringe benefits.
8. Examines the cost of attending vocational schools, colleges, apprenticeships, trade schools and technical schools.
9. Considers avocational pursuits and their economic impact.

Occupational Education

Awareness

1. Analyzes present interests as a basis for development of new interests.
2. Recognizes one's own developing mental and creative abilities in terms of an evolving life goal.
3. Recognizes physical abilities.
4. Appraises feelings toward self.

Accommodation

1. Sees that the education setting (home, school, community) can help one to know one's own strengths and weaknesses and to develop life skills.
2. Recognizes the relationship between education and opportunities in the world of work.
3. Recognizes personal modes of learning, management, action, and operation.
4. Comprehends that a wide variety of occupations exists.
5. Comprehends the similarities and relatedness of occupations.
6. Recognizes that occupational areas have different levels of responsibility.
7. Realizes that work responsibilities change within occupations due to technology and personal competencies.

Exploration

1. Identifies education setting (home, family, community) as a possible aid in developing life skills.
2. Differentiates among occupational clusters by their interrelationships to education and training.
3. Analyzes personal modes of learning, management, action, and operation.
4. Explores a wide range of occupations.
5. Examines clusters of occupations.
6. Describes organization within the work force.
7. Recognizes the nature of change within the work force.

8. Becomes aware of the process of seeking employment.

Preparation

1. Recognizes and utilizes the educational setting (home, school, and community) as an aid in developing life skills.
2. Analyzes how skills, education, training, are related to a variety of occupational choices (e.g., transferability of skills from job to job).
3. Continues exploration of occupational areas while doing an in-depth analysis of areas of interest.
4. Examines the interrelatedness of skill requirements for similar occupations.
5. Analyzes organization within the work force.
6. Recognizes the dynamic nature of the work force.
7. Develops competencies in seeking employment.
8. Develops entry-level occupational competencies.

Attitudes and Values

Awareness

1. Recognizes and performs appropriate behaviors for school setting.
2. Recognizes the need for leadership and cooperation in family, school, and community settings.
3. Recognizes the reasons why people work.
4. Becomes aware of the range of social and economic benefits associated with various occupations.

Accommodation

1. Recognizes and performs appropriate behaviors for the family, school, and community settings.
2. Recognizes that varous rewards may come from work.
3. Recognizes that rewards and problems are involved in leadership in family, school, and community settings.
4. Realizes the personal growth and rewards of work and/or leisure.

Exploration

1. Evaluates behaviors considered appropriate for the family, school, and community settings.
2. Examines responsibilities and functions of different leadership and collaboration strategies in school, community, and work settings.
3. Recognizes that work as a transition into society allows for the integration of the individual into the society.
4. Realizes the personal growth and rewards of work and/or leisure.
5. Recognizes that there is continual personal change during career development.
6. Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

Preparation

1. Assesses and manages one's own behavior in terms of personal value systems and societal expectation.
2. Evaluates the effectiveness and collaboration strategies in various school, community, and work settings.
3. Recognizes the interdependency between an individual's and society's needs and their implications for work.
4. Describes the personal growth and rewards of work and/or leisure.
5. Recognizes that personal characteristics and values change as careers progress.
6. Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

References

Hoyt, Kenneth, et al., Career Education: What it is and How to Do It. Olympus Publishing Co., 1973.

Leaders' Guide, Career Information System of Iowa. Department of Education.

BUSINESS EDUCATION TEACHER CERTIFICATE REQUIREMENTS

Certificates

Permanent Professional Certificates. Effective October 1, 1988, the permanent professional certificate will no longer be issued. Any permanent professional certificate issued prior to October 1, 1988, will continue in force with the endorsements and approvals appearing thereon, unless revoked or suspended for cause.

These certificates will be issued effective October 1, 1988.

Provisional
Educational
Professional Teacher

Requirements for a provisional certificate:

1. Baccalaureate degree from a regionally accredited institution.
2. Completion of an approved teacher education program.
3. Completion of an approved human relations component.
4. Completion of requirements for one of the teaching endorsements.

The provisional certificate is valid for two years and may be renewed under certain prescribed conditions.

Requirements for an educational certificate:

1. Completion of items 1, 2, 3, and 4 listed under provisonal certificate requirements.
2. Evidence of two years' successful teaching experience based on a local evaluation process.

The educational certificate is valid for five years and may be renewed by meeting certain requirements.

Requirements for a professional teacher's certificate:

1. Holder of or eligible for an educational certificate.
2. Five years of teaching experience.
3. Master's degree in an area of endorsement.

The professional teacher's certificate is valid for five years and may be renewed by meeting certain requirements.

Endorsements

Business--general. 7-12. Completion of twenty-four semester hours in business to include six semester hours in accounting, six semester hours in business law, and course work in computer applications, and course work in consumer studies.

Business--office. 7-12. Completion of twenty-four semester hours in business to include advanced course work in both shorthand and typewriting, computer applications of word processing, and office management.

Business--marketing/management. 7-12. Completion of twenty-four semester hours in business to include a minimum of six semester hours each in marketing, management, and economics.

Marketing/distributive education. Completion of twenty-four semester hours in business to include a minimum of six semester hours in marketing, management, and economics. Three thousand (3,000) hours of recent, relevant work experience in occupations where the distribution of goods and services were the prime function. Course work in foundations of vocational and career education, in curriculum design oriented to marketing, and in the coordination of cooperative education programs.

Office education. Completion of twenty-four semester hours in business to include course work in office management, business communications, word and data processing and computer applications in business. Three thousand (3,000) hours of recent, relevant work experience in an office-related occupation. Course work in foundations of vocational and career education, in curriculum design oriented to office education, and in the coordination of cooperative education programs.

Multi-Occupations. Completion of any 7-12 endorsement and in addition thereto, course work in foundations of vocational and career education, coordination of cooperative programs and competency-based curriculum development. Four thousand (4,000) hours of occupational experience in two or more occupations.

IOWA AREA COMMUNITY COLLEGES AND AREA VOCATIONAL SCHOOLS

Iowa's 15 Area Colleges offer more than 200 career programs from four weeks to two years in length. In addition, most colleges offer the first two years of a four-year college education. Credits are transferrable to Iowa universities and colleges as well as out-of-state institutions.

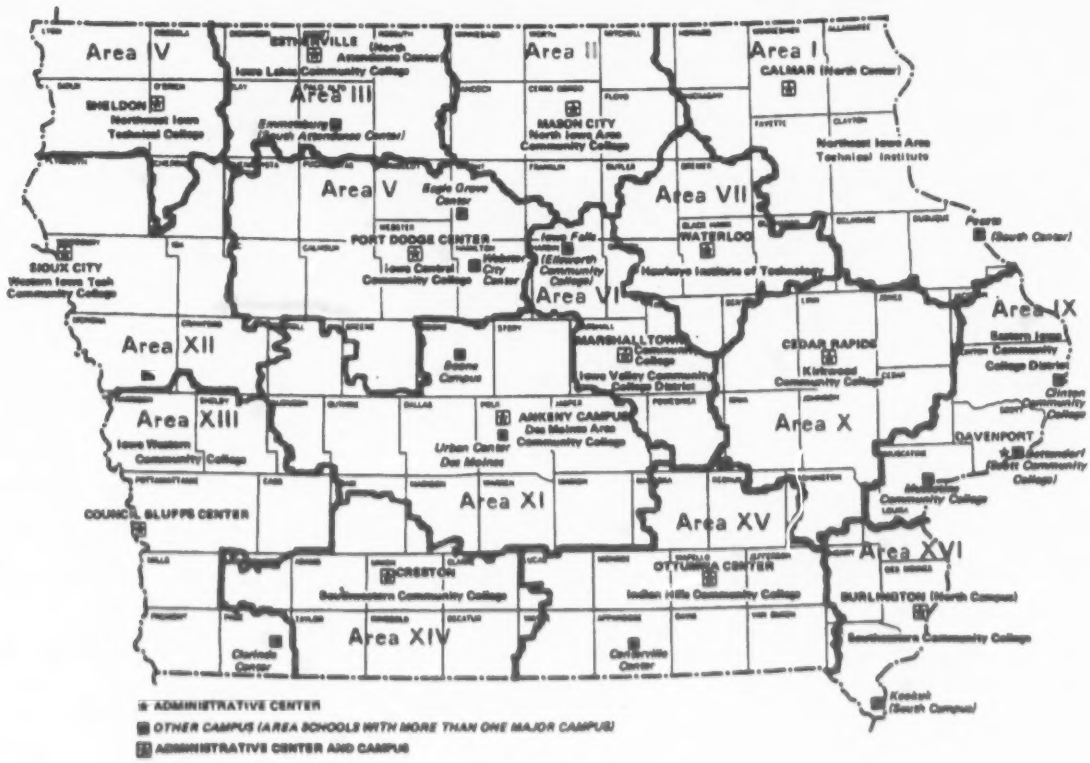
The career programs and college transfer options are listed on the following pages. Many business programs offer high school graduates the option to test out and wave course work or work experience requirements.

The Code of Iowa establishes policy to provide for not more than 17 areas which shall include all of the state and which may operate either area vocational schools or area community colleges. The institutions must offer to the greatest extent possible educational opportunities and services in each of the following, when applicable, but not necessarily limited to:

1. Vocational and technical training.
2. Programs for in-service training and retraining of workers.
3. The first two years of college work including preprofessional training.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
7. Student personnel services.
8. Community services.
9. Vocational education for persons who have academic, socioeconomic, or other handicaps which prevent succeeding in regular vocational education programs.
10. Training, retraining, and all necessary preparation for productive employment of all citizens.
11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

IOWA AREA COLLEGES

(Iowa Area Community Colleges and Area Vocational Schools)



Area I Northeast Iowa
Technical Institute
P.O. Box 400
Calmar 52132
Tel (319) 562-3263

Area II North Iowa Area
Community College
500 College Drive
Mason City 50401
Tel (515) 421-4399

Area III Iowa Lakes
Community College
19 South 7th St.
Estherville 51334
Tel (712) 362-2601

Area IV Northwest Iowa
Technical College
Highway 18 West
Sheldon 51201
Tel (712) 324-2587

Area V Iowa Central
Community College
330 Avenue M
Fort Dodge 50501
Tel (515) 576-3103

Area VI Iowa Valley
Community College
22 West Main Street
Box 536
Marshalltown 50158
Tel (515) 752-4643

Area VII Hawkeye
Institute of Technology
Box 8015
1501 East Orange Road
Waterloo 50704
Tel (319) 296-2320

Area IX Eastern Iowa
Community College
2804 Eastern Avenue
Davenport 52803
Tel (319) 322-5015

Area X Kirkwood
Community College
6301 Kirkwood Blvd. SW
Box 2068
Cedar Rapids
Tel (319) 398-5501

Area XI Des Moines Area
Community College
2006 SW Ankeny Blvd.
Ankeny 50021
Tel (515) 964-6200

Area XII Western Iowa
Technical Comm. College
4647 Stone Avenue
Box 265
Sioux City 51102
Tel (712) 276-0380

Area XIII Iowa Western
Community College
Box 4-C
2700 College Road
Council Bluffs 51502
Tel (712) 325-3200

Area XIV Southwestern
Community College
1501 West Townline
Box 458
Creston 50801
Tel (515) 762-7081

Area XV Indian Hills
Community College
Ottumwa Ind Airport
9th and College
Ottumwa 52501
Tel (515) 683-5111

Area XVI Southeastern
Community College
Drawer F
Highway 406
West Burlington 52655
Tel (319) 752-2731

ADULT AND CONTINUING EDUCATION PROGRAMS

The following adult education programs represent a cross section of the courses offered by the area colleges.

Adult Basic Education
Programs for adults, age 16 or older, equivalent to the first eight years of education.

High School Completion
Instruction offered to adults 16 years of age or older at grade levels 9-12.

a. Adult Diploma Program
b. High School Equivalency Program

Independent Learning Centers
Providing Pre-Career, High School Completion Programs and College Credit Courses.

Career Supplementary Education
Programs for adults who want training or re-training for increased work efficiency or job advancement.

Aviation Ground School
Banking Courses
Blueprint Reading
Boiler Maintenance
Bookkeeping
Computer
Custodial
Electronics
Emergency Med. Tech.
Fire Service Training
First Aid
General Machine Shop
Nurse's Aid
Office Machines
School Bus Training
Maintenance Shorthand
Welding
Word Processing

Relicensure Education Recertification
Provides continuing education for these and other professions, occupations to be recertified or relicensed.

Accountants
Cosmetologists
Dental Assistants
Dental Hygienists
Funeral Directors
Insurance Agents
Legal Professionals
Nurses
Nursing Home Admins.
Physical Therapists
Physicians
Pharmacists
Real Estate Brokers & Agents

Continuing and General Adult Programs
Provide adults with an opportunity to satisfy their needs and interests in non-college transfer and non-career programs.

Basic Life Support
Ceramics Painting
Driving Improvement
Drug Education
Dog Obedience Training
Energy Conservation
Family Finances
Foreign Languages
Golf
Health
Home Appliance Repair
Parenting
Photography
Slimnastics
Stock Market Investing
Swimming
Woodworking

For more information contact The Adult Education Office at your Local Area College

Source: Iowa Area Community Colleges and Area Vocational Schools, 1987.

PROGRAMS OFFERED

Career Programs

These programs prepare individuals for entry-level positions in courses that last from one semester to two years. The numbers which appear after each program correspond to the area college offering the program. Each area college will send specific material at your request.

Agriculture
Ag. Bio-Technology 2
Ag. Business 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16
Ag. Finance and Marketing 2
Ag. Operations and Management 2, 3
Ag. Sales and Service 2, 3, 16
Ag. Technology 2, 3
Animal Production 3, 7, 10, 12, 13
Dairy Herd Management 1, 3
Farm Management 3, 6, 7, 9, 10, 13, 14, 16
Farm Mechanics 1, 2, 3, 7, 10, 11, 12, 13, 14, 15
Floriculture 10
Horticulture 3, 7, 10, 11, 12, 15

Business and Office
Accounting Clerk 1, 2, 3, 4, 6, 7, 10, 11, 12, 16
Accounting and Computers 1, 3, 4, 7, 9, 10, 11, 12, 16
Administrative Secretary 3, 5, 10, 15
Administrative Assistant 1, 9, 14, 15
Banking 5, 10, 11, 12

Bookkeeping 15
Business Data Programming 1, 3
Business Machines Repair 14
Clerical All Area Colleges
Computer and Console Operator 1, 3, 4, 6, 9, 10, 11, 12, 13, 15, 16
Computer Programmer 1, 3, 4, 6, 9, 10, 11, 12, 13, 15, 16
Correspondence Secretary 5
Data Entry Equipment Operator 7, 11, 12
Information Processing Technician 1, 11
Medical Assistant 2, 5, 6, 10, 11, 13, 16
Microcomputer Applications Specialist 16
Optometric Assistant 2
Secretarial All Area Colleges
Secretary, Administrative 3, 10, 11, 14, 15
Secretary, Executive 3, 7, 9, 11, 12, 16
Secretary, Legal 3, 9, 10, 11, 12, 13
Secretary, Medical 3, 7, 9, 10, 11, 12, 13
Stenographer 16
Systems Analyst 12, 15
Word Processing 1, 3, 9, 11, 12, 13

Communications and Media
Journalism/Photography 3
Photography 7
Radio/TV Production & Broadcasting 5, 9, 10
Telecommunications 5, 10

Construction
Arch. Design and Construction 12
Architectural Drafting 7, 9, 10, 11, 12
Carpentry 1, 3, 4, 5, 6, 11, 12, 14, 15
Civil/Structural Drafting 14
Civil Technology 7, 13
Commercial/Residential Electrician 1
Construction Technology 10
Electrician 4, 12
Heavy Equipment Operator 4
Masonry Construction 6
Pipe Welding 1, 4, 16

Graphics
Commercial Art 3, 7, 11
Graphic Arts 3, 10, 11, 12, 13
Photography 7

Health
Biomedical Electronics Engineering Tech 12
Biomedical Equipment Technology 6, 11
Biotechnology 6
Dental Assistant 1, 5, 6, 7, 10, 11, 12, 13
Dental Hygienist 7, 11
Dental Laboratory Technician 10
EEG - EKG Therapist 10
Medical Assistant 2, 5, 6, 10, 11, 13, 16
Medical Coder Transcriptionist 1
Medical Laboratory Technician 7, 9, 11
Medical Records Technologist 1, 10, 15
Nursing, Associate Degree (RN) 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16
Nurse, Practial (LPN) All Area Colleges
Occupational Therapy Assistant 10
Optometric Assistant 2
Orthopedic Physicians Assistant 10
Radiograph Medical Technologist 1, 9, 15
Respiratory Therapist 1, 7, 9, 10, 11
Surgical Technologist 6, 11, 12

Home Economics
Child Care Assistant 1, 9, 11, 13, 16
Child Care Manager, Residential 1, 6, 11, 13
Early Childhood 1
Fashion Merchandising 2, 3, 5, 6, 7, 10, 11, 16
Interior Design 7, 9, 10

Hospitality
Chef/Cook 3, 10, 11, 13, 15
Commercial Baking 13
Culinary Arts 11
Culinary Baking 13
Food Service/Cooking-Baking 10, 15
Food Service Supervision 3, 11, 13
Hotel/Motel/Restaurant Management 3, 11
Meatcutting 12
Travel 9

Maintenance and Repair
Aircraft Mechanics 7, 13, 15
Appliance Repair 10, 11, 15
Auto Body Repair 1, 3, 4, 7, 9, 10, 11, 12, 14, 15, 16
Auto Electronics Repair 4, 7
Auto Mechanics 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16
Automotive Machinist 4
Biomedical Electronic Engineering Tech 12
Biomedical Equipment Technology 6, 11
Business Machine Repair 14
Building Maintenance 4, 12, 13
Climate Control Mechanics 2
Climate Control Technology 2
Computer Maintenance/Repair 4, 15
Computer Technology 1
Diesel Mechanics 1, 4, 5, 7, 9, 11, 12, 13, 15
Electronics/Radio/TV Repair 7, 10, 11, 12, 14
Electronics Technology All Area Colleges
Electronics, Telecommunications 5, 12, 15
Environment Technology 1

Farm Mechanics 1, 2, 3, 7, 10, 11, 12, 13, 14, 15
Gunsmithing and Repair 16
Heating, Refrigeration and A/C 1, 4, 7, 9, 10, 11, 12, 13, 16
Industrial Electrician 1, 2, 4, 9, 10, 11
Industrial Instrumentation 4
Industrial Maintenance 7
Laser/Electro-Optics Technology 15
Machine Tool Repair 4
Machinist 1
Marine Engine Repair 3, 10
Motorcycle Mechanics 3, 10
Musical Instrument Repair 12
Piano Tuner 12
Plumbing 4, 12
Power Line Installer 4
Refrigeration, Heating and A/C 1, 4, 7, 9, 10, 11, 12, 13, 16
Small Engine Repair 3, 10
Solar Heating and Cooling Technology 12
Welding 1, 2, 4, 5, 7, 9, 10, 11, 12, 13, 15, 16
Welding Machine Repair 4

Manufacturing
Advanced MIG and TIG Welding 4
Automated Systems Technology 2, 4
Automated Manufacturing Technology 16
Chemical Manufacturing Technology 6
Computer Aided Drafting 1, 3, 16
Die Design 1
Electrical Technology 4
Electromechanical 4, 10, 13
Electronics Technology All Area Colleges
General Machinist 4, 7, 13
Industrial Electricity 1, 2, 4, 9, 10, 11
Industrial Electronics 1, 2, 4, 5
Industrial Instrumentation 4
Industrial Technology 9, 16
Laser Optics Technology 15
Machine Tool Repair 4
Machine Tool Technology 1, 4, 5, 6, 7, 9, 10, 11, 12, 15, 16
Mechanical Design Technology 1, 2, 4, 6, 7, 10, 12, 13, 16
Mechanical Drafting 4, 5, 7, 9, 11, 12, 15, 16
Plastic Mold Design 1
Robotics 4, 7, 11, 15
Tool-and-Die Making, 4, 6, 7, 11, 13
Welding 1, 2, 4, 5, 7, 10, 11, 12, 13, 15, 16

Marketing Management
Auto Parts 3, 7, 13
Automotive Service Manager 4
Equipment Rental 12
Fashion Merchandising 2, 3, 5, 6, 7, 10, 11
Financial Services 4, 5, 11, 12, 16
Food Marketing Management 5
Food Services Management 4
Industrial Sales 11
Insurance Services Management 4
International Marketing 11
Marketing Management 1, 4, 7, 12
Merchandising Management 4
Real Estate 16
Retail Merchandising 2, 3, 4, 5, 6, 7, 10, 11, 12
Sales & Marketing 1, 2, 3, 9
Supervision & Management 2, 3
Telemarketing 7
Natural Resources and Environment
Analytical Laboratory Technology 10
Conservation Technology 6
Environmental Studies 3
Hazardous Materials Technician 9
Horticulture 3, 7, 10, 11, 12, 15
Renewable Natural Resources 9, 10
Water and Wastewater Technology Specialist 10, 11

Personal Services
Cosmetology 1, 16

Public Service
Criminal Justice 6, 15, 16
Human Services Technicians 1, 6
Interpreter, Sign Language 13
Law Enforcement 6, 7, 9, 12
Security Systems Management 7

Career Option

These programs may result in employment or may be used for purposes of transferring to a four-year college.

Accounting 2, 6, 9, 10, 12, 14, 16
Aviation/Airport Management 3, 5, 10
Banking, General Business 2, 9, 10
Business Data Programming 3, 6
Business and Management 3, 5, 10, 13, 14, 16
Child Care Aid/Assisting 9, 11
Child Care Management 5, 6, 16
Child Care Management - Residential 10, 11
Clerical Receptionist 2
Commercial Art 3, 6
Communications Media Technology 10

Community Corrections 3, 10, 11
Community Services 5, 6, 10, 11, 12
Computer-Aided Drafting & Design 3
Computer Programming 3, 5, 6, 11, 14, 15, 16
Criminal Justice 15, 16
Criminalistics 3, 11
Educational Assisting and Training 5, 10, 11
Environmental Control Technologies 3, 5, 6
Fire Control and Safety Technology 11
General Business 2, 3, 9
General Business - Banking 2, 9, 10
General Merchandise 12
Genetic Engineering 6
Handicapped Services 10
Health Care Administration 3, 11
Human Services 6, 10, 11, 13
Horticulture 5
International Marketing 10
Journalism/Photography 3
Labor/Industrial Relations 11
Law Enforcement 2, 3, 5, 6, 9, 10, 11, 13, 16
Legal Assisting 3, 10, 11
Legal Secretarial 2, 9
Management Development 10
Marketing Management 3, 10
Medical Secretary 2, 6, 9
Office Supervision and Management 3
Radio/Television Broadcasting 13
Real Estate 13
Recreational Enterprises Management 3
Rehabilitation Services 3
Renewable Natural Resources 6, 9
Retail Management 13
Sales/Marketing Management 14
Secretarial 2, 3, 6, 9, 14
Transportation/Logistics 13

College Transfer

The following area colleges have two-year programs that transfer directly to four-year colleges or universities:
1,2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16

CONTINUING EDUCATION IN BUSINESS EDUCATION

"Learning Never Ends" and "Learning is a Lifelong Process" are two phrases which can accurately describe the futuristic philosophy of adult and continuing education. Lifelong learning has developed into a process of self-directed growth which has no age limits or boundaries. There has been an increased interest in lifelong learning and continuing education opportunities due to the availability of more money, more educational opportunities, and more free time. It seems that lifelong learning has become a top priority for millions of people for a variety of reasons. One of the major reasons is the reaction to change.

Adults find many changes occurring in their personal life, family life, and professional life. They look to continuing education activities to help them: 1) prepare for a change, 2) proceed through a change, and or 3) restructure their lives and goals following a change.

Some adults seek education to prepare for increased job responsibilities, promotion, new tasks, or expanded work assignments. Some strive to attain personal satisfaction or professional status, while others want to keep up to date with technological advancements.

Adults come to the learning process representing a cross section of our society. They come from various socio-economic levels, from little formal education to advanced degrees, or from no work experience to retirement.

They come representing various roles--an employee, an employer, a spouse, a parent, a student, and others. They have psychological and emotional needs. Very often, external uncontrollable factors such as unemployment, marital status change, or the need for increased income have prompted adults to come to a continuing education offering. These external factors can create internal stress such as fear, apprehension, and doubt.

It is important, however, for the classroom leader to remember that continuing education may not be the primary goal or obligation of adults. It is just one aspect of an individual's total life.

Strategies for Teaching Adults

Teaching adults can be a most rewarding and refreshing experience. Most adults are highly motivated and receptive to the teaching/learning process.

Adult learners will be different from traditional learners in three major ways--Expectations, Preparations, and Class Participation. These differences dictate different strategies on the part of the teacher.

I. Differences in Expectations

A. Teach practical skills. Discuss items and principles which can be used immediately.

B. Determine what each learner hopes to receive from class during the first session. This information can be helpful in structuring the remaining class sessions to meet student expectations.

C. Treat each person as a special individual. The adult learner needs praise, recognition, and success.

D. Make yourself available for questions or information during "break" time and before or after the class session.

II. Differences in Preparation

A. Arrange for an introduction to each member of the class. This can be done in any one of several ways.

B. Make each session count. Remember that time is important to each person. Be well prepared for each session and start on time.

C. Present the course in short units. Adult learners are sensitive to seating, lighting, hearing, ventilation and noise.

D. Vary your teaching methods. Adult learners like a change of pace and a variety of techniques.

E. Learning tends to be easier when a learner can build on something he/she already knows.

F. Preview the next lesson to allow the learners the anticipation of something special for the next class session.

G. Show enthusiasm for the subject or topic which you are teaching.

III. Differences in Class Participation

A. Let the adult learners know they are not in competition with other class members.

B. Let each learner have the opportunity to contribute in a positive way during each session.

C. Let the learner practice a skill soon after he/she has seen it demonstrated. The experience of correct performance will tend to be easier and more rapid.

D. Be certain that each learner has achieved or contributed at least one thing before the class session is completed.

Continuing Education Curricula

Iowa is fortunate to have business education available within the private business sector, the education sector, and the professional association sector of our society. Offerings are either on a credit or non-credit basis and in a wide variety of formats such as classes, seminars, workshops, clinics, home study/correspondence, television, and newspapers.

Continuing education is available through community education programs within secondary schools, private business schools, area vocational-technical schools, area community colleges, public or private colleges, and universities.

Following are some categories from which course offerings may be developed.

Retail Marketing and Sales
Small Business Classes
Business Procedures
Information Systems
Communications
Real Estate
Management and Supervision
Accounting and Financial Management

Continuing Education Unit

The concept of the Continuing Education Unit is gaining in importance as a method of providing a record of the educational non-credit accomplishments of an individual. The Continuing Education Unit is defined as one continuing education unit (CEU) for ten hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

One CEU is awarded for each ten clock hours of instruction (sixty-minute hours) involved in the program. Instructional hours do not include time involved in coffee breaks, meals, social activities, or business and committee meetings. Since by definition the CEU relates only to non-credit continuing education, it is not appropriate to consider the CEU in connection with academic credit.

Resources

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Cross, P., Adults as Learners, Jossey-Bass, 1981.

Draves, William A., How to Teach Adults, The Learning Resources Network, 1984.

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EQUITY IN BUSINESS EDUCATION

INTRODUCTION

If students are to achieve maximum development and achieve personal self-fulfillment, it is essential that they be exposed to the various roles and lifestyles open to both men and women of all races and cultures. Given the degree of mobility in present society the lack of minority group representation in the community and/or school is not a valid reason for the exclusion of multicultural and non-sexist education.

NON-SEXIST EDUCATION

Business educators must not only strive to eliminate discrimination on the basis of sex, but also take measures to stress a non-sexist curriculum. Non-sexist attention has been drawn to sex-role stereotyping and sex bias because of past sex discrimination within the job market. However, it is important that a balanced perspective be developed and maintained by the elimination of stereotyping for men as well as for women. The goal of equity is to eliminate stereotyping and gain equality of opportunity in all occupations for both men and women.

As a result of various social and economic changes, more women have entered the paid labor force. By the year 2000, women will probably comprise at least 50% of the work force. Even though the number of males and females in the U.S. work force may eventually be equal, special effort must be made to ensure that jobs are available to both sexes. Effort will continue to be necessary to erase the stereotypes which have existed for a long time.

MULTICULTURAL EDUCATION

Every school has a mission to help prepare its students for life in a society composed of many different cultural, racial, and ethnic strands. The needs of the students may vary depending on whether the district is segregated or integrated, rural or urban.

Schools must strive to create an atmosphere for learning which does not include sexist, racist, and ethnic prejudices, discrimination, and separatism. The stability of our nation depends largely on the understanding and respect which is derived for a common educational experience among diverse racial, socioeconomic and ethnic groups as well as both sexes.

There are many different cultural elements in our society and these differences are not likely to vanish. This cultural diversity is a strength and one of the cornerstones upon which this country was built.

As a result of selected instructional materials, teaching practices, and curriculum content, a student's attitude and behavior can be changed. However, this will not happen unless it is carefully planned.

Intergroup understanding is hindered by ignoring individual and group differences and treating all persons as if they were alike. It is also hindered by the opposite approach which is treating people of other groups as if they were totally different. Both similarities and differences must be recognized and efforts must be made to understand the reasons for the differences if better intergroup understanding is to result.

STRATEGIES FOR CHANGE

A basic way to achieve equity in education is for teachers to look at their attitudes and the ways they communicate both verbally and nonverbally to students and to others. They should be able to answer "yes" to all of the following questions:

1. Do you make an effort to change culturally or sexually stereotyped classroom materials?
2. Do you use resource people in the classroom to show females and males in non-traditional roles?
3. Do you write to publishers to complain about materials which reflect biases?
4. Do you provide supportive services and encouragement to students who are enrolled in courses which are non-traditional?
5. Do you use sexist language when referring to stereotyped roles?
6. Do you provide curriculum which represents all cultures in the workplace?

STUDENT ACTIVITIES

Many student activities can be conducted to help students become aware of their biases and to overcome them. The different activities listed below can be used in the classroom:

1. Invite several females and males who are in non-traditional jobs to participate in a panel discussion.
2. Invite people employed in non-traditional occupations to give presentations on their careers to students in class or at a student organization meeting.
3. Have students create collages showing working men or working women of all races and cultures. After they are completed, have the students compare the similarities and differences in the occupations shown.
4. Show students pictures of the world of work to prepare them realistically for the changes which are taking place.
5. Have students prepare career plans which are based on their aptitudes, abilities, and job requirements. Have them identify any obstacles or difficulties that they might encounter and indicate how they would overcome them.
6. Try to purchase classroom materials which are unbiased. If this is not possible, help students identify the biases.
7. Save "help wanted" columns from local newspapers. Have students identify ads specifically for women and men.
8. Cast female students in traditional male roles and male students in traditional female roles in activities in class. Achieving equity will involve modifying the attitudes of many people. Changing attitudes does not happen rapidly. It will happen only through constant positive reinforcement.

MULTICULTURAL NONSEXIST EDUCATION

BUSINESS EDUCATION GOALS AND OBJECTIVES

Multicultural, nonsexist (MCNS) education concepts should be an integral part of business programs visible in the goals and objectives, curriculum guides and daily lesson plans. These five goals are suggested for the total multicultural nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to business offerings. Activities related to each of the objectives should be integrated into each grade level of business curricula.

GOAL 1:0

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based on understanding and valuing their personal and group identities, as well as a greater awareness of their values and the relationship of those values to everyday decisions and actions.

1.1 Students, regardless of race, sex, culture or disability, will see themselves and others fairly reflected in the displays, instructional materials, and activities of the business curriculum.

1.2 Students will recognize that bias and stereotyping can negatively affect self-concept.

1.3 Students will understand how business decisions and practices can be related to the cultural experience of those making decisions.

1.4 Students will hear language patterns in the business curriculum that help them visualize possibilities for themselves unlimited by race, sex, culture, or handicap.

GOAL 2:0

To help students understand that both sexes, diverse racial/cultural groups, and the disabled have made valuable contributions to the heritage of the United States and that this diversity enriches and strengthens our country.

2.1 Students will appreciate the contributions and experiences of diverse women and men across the business spectrum.

2.2 Students will recognize that the contributions and view-points of some groups and individuals have been unrecognized or undervalued.

2.3 Students will understand the importance of cross-cultural expertise in a multicultural, multinational economy.

2.4 Students will understand that diversity of perspectives and backgrounds in the business arena brings a greater breadth of information, resources, and alternatives for action.

GOAL 3:0

To help students explore a broad range of lifestyles and career roles regardless of their sex, disability, race, or cultural heritage.

3.1 Students will recognize that stereotypes based on disability, cultural heritage, race and sex may impact unreasonably on an individual's career choice.

3.2 Students will be able to describe in unbiased ways the qualities, skills, and preparation needed for careers in business and will examine personal goals in relation to these factors.

3.3 Students will know that individuals, schools, and business entities each have rights and responsibilities relative to equal opportunity in education for business and in employment.

GOAL 4:0

To help students understand that all persons have common needs, feelings, and problems, while stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias, and bias toward the disabled are social phenomena.

4.1 Students will understand that all cultures develop business, commerce, and industry as systems for meeting human needs.

4.2 Students will recognize that societal factors contribute to the involvement or exclusion of minority groups and women in particular occupations and roles related to business.

GOAL 5:0

To help students develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active rcle in solving societal conflicts. Inherent in this goal is understanding that many societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communication, understanding, and cooperation.

5.1 Students will show ability to communicate verbally and non-verbally in ways that are nonsexist and that respect diversity.

5.2 Students will participate in activities that build trust and cooperation among culturally diverse individuals and groups, and between the sexes.

5.3 Students will demonstrate interpersonal communication skills such as active listening, humane expression of criticism or point-of-view and assertive behavior.

5.4 Students will practice and improve group problem-solving and conflict-resolution skills.

5.5 Students will demonstrate ability to recognize and rephrase biased language patterns.

A SELF-EVALUATION CHECKLIST

School districts in Iowa are currently being asked to review their curriculum programs to determine how consistent they are with the basic concepts of multicultural, non-sexist (MCNS) education. This checklist is a general guide to use when looking at the business curriculum, 9-12.

A. CURRICULUM STRUCTURE	Yes	No
1. Are there diverse role models (male, female, diverse cultures/races) teaching business subjects?	____	____
a. If the answer to question one is no, what caused this to happen? Are there long-range strategies for changing this pattern?		
b. What impact does this have on the strategies that will be used to achieve multicultural, non-sexist education?		
2. Are there disabled employees on the school district staff who may serve as role models for students?	____	____
3. Does the district avoid scheduling practices that result in sex-typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled?	____	____
4. Is participation in all programs and activities that make up the business curriculum open to both sexes?	____	____
5. Has there been meaningful interaction between teachers and the personnel within the district responsible for the implementation of multicultural, non-sexist education?	____	____
6. Do all members of the business staff meet periodically to discuss and develop common goals and activities?	____	____
7. Has inservice on multicultural, non-sexist approaches to business been provided for all business teachers?	____	____
8. Have district administrators incorporated MCNS education concepts into the staff evaluation procedure?	____	____
9. Are business units or courses given titles or descriptions that facilitate the movement away from segregation?	____	____
10. Are regular opportunities provided for teachers to interact with the elementary teachers who introduce business content to students?	____	____
11. Are business and career education advisory councils reflective of the community in regard to male-female population? Is there minority group representation? Are disabled persons represented?	____	____
12. Have advisory council members been selected with consideration of their philosophies about MCNS business practices?	____	____
13. Have prerequisites for upper-level courses been examined to ensure that they do not unnecessarily exclude any student?	____	____

14. Are integrated exploratory programs required for both males and females? ____ ____

B. CURRICULUM CONTENT **Yes** **No**

1. Does business communications content include activities or units dealing with the recognition of stereotyping and prejudice when it appears in the written and oral language? ____ ____
2. Are there activities in the marketing content which will help students analyze mass media advertising and other forms of promotion of ethnocentrism, sexism, and stereotyping, or exclusion of the handicapped? ____ ____
3. Are there activities in the curriculum on human relations concepts such as active listening, barriers to communication, constructive feedback, assertive communications, etc.? ____ ____
4. Does the content of business treat men and women as having the same potential adult responsibilities and capabilities in regard to business? ____ ____
5. Does the business curriculum include career education units and activities that permit students to view men and women, minority and non-minority persons, disabled and able-bodied persons in a variety of career and consumer roles related to business? ____ ____
6. Does the business curriculum contain activities that prepare students to live and work with those physically and culturally different from themselves as well as those who are physically and culturally similar? ____ ____
7. Does the curriculum contain content about rights and responsibilities related to equal opportunity in business offerings and employment? ____ ____
8. Does the content encourage all students to assume a variety of roles in problem-solving situations (i.e., leadership, employee, executive, supervisory)? ____ ____
9. Does the content make it clear that disadvantaged and handicapped females have the same need for employability skills as disadvantaged or handicapped males? ____ ____
10. Does the content avoid suggesting that certain business occupations are for women, others for men; that certain kinds are for majority people, others for minority people? ____ ____
11. Does the content include information on the participation and distribution of women and minorities on the work force? ____ ____
12. Does the content include adequate discussion of non-traditional career choices for males and females? ____ ____
13. Does content on professional image analyze the degree to which the evaluation of personal appearance is affected by the cultural background of the viewer? Is content included about grooming for males and racial minority individuals? ____ ____
14. Does the content portray females and minority individuals working out technical/managerial problems as often as majority males? ____ ____
15. Does the curriculum include content that helps make students aware of the contributions of women and minority persons to the area of business in the past and present? ____ ____

16. Does the curriculum contain content that deals with the social biases which have had a negative impact on minorities and women in business and related employment? ____ ____

17. Is there a common K-12 curriculum guide for business that reflects multicultural, non-sexist concepts? ____ ____

18. Is there a variety of offerings in marketing, management, computer technology, and data processing to encourage exploration and preparation for a broad range of careers in business? ____ ____

C. INSTRUCTIONAL MATERIALS

	Yes	No
1. Do examples and exercises represent women and men, diverse racial cultural groups, and the disabled in active and passive, traditional and non-traditional roles?	____	____
2. Do examples and exercises use both Anglo-origin names such as Mary Jones, Bob Smith and James Baker as well as names of non-Anglo origin such as Juanita Ramos, Mitsue Yatshima, or Jonathan Youngbear?	____	____
3. Do male and female students, students from diverse cultural/racial groups, and disabled students all have access to equipment, such as computers, which may be specialized and require high capital expenditure?	____	____
4. Have business teachers communicated with the library media staff about acquiring multicultural, non-sexist materials for teachers and students?	____	____
5. Are illustrations in texts, supplementary materials, displays, audio-visual aids, and on bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented?	____	____
6. Are both women and men, diverse cultural/racial groups and the disabled shown in active and passive roles?	____	____
7. Is information about men and women, the various cultural/racial groups and the disabled accurate in order to avoid reinforcing stereotypes?	____	____
8. Are members of diverse cultural/racial groups, both females and males and the handicapped, portrayed in a broad range of social and occupational activities?	____	____
9. Are the contributions and involvement of men and women, diverse groups, and the disabled included in business texts and other instructional materials?	____	____
10. Are instructional materials free of ethnocentric or sexist language patterns that may make implications about persons or groups solely based on their culture, race, sex, or disability?	____	____
11. Do texts deal openly and accurately with racism, handicapism, and sexism in the workplace and in the wider society?	____	____

D. INSTRUCTIONAL STRATEGIES

	Yes	No
1. Has the business staff contacted other teachers, administrators, counselors, and library media staff about mutual needs and concerns in carrying out MCNS educational goals?	____	____

2. Are group activities such as role-playing, enterprise projects, etc., used as vehicles for building trust and cooperation between the sexes and across cultural gaps? ____ ____

3. Are persons of diverse cultural racial groups, as well as men and women in both traditional and non-traditional roles, used as community resource persons in the classroom? ____ ____

4. Are students alerted to stereotyping when it occurs in instructional materials or in classroom discussion? ____ ____

5. Is there a plan to ensure that recruitment for cooperative education programs actively facilitates the movement away from segregated programs? ____ ____

6. Is there a plan to help students comfortably transcend stereotypes when choosing career exploration and training sites? ____ ____

7. Have classroom teachers informed resource people at community sites of the school's legal obligation to place students only at community sites that do not discriminate in employment? ____ ____

8. When necessary, are supplementary materials used to offset bias found in instructional materials? ____ ____

9. Do classroom teachers avoid using sexist or ethnocentric language? ____ ____

10. Have classroom teachers alerted the counseling staff to possible MCNS guidance materials that are relevant to course work and career preparation in business? ____ ____

11. Have classroom teachers (with others) identified special support strategies for non-traditional students? ____ ____

12. For class visits to community sites, do classroom teachers attempt to locate non-traditional role models in the workplace? ____ ____

13. Do business teachers assist elementary teachers in presenting basic business content from a multicultural, non-sexist approach? ____ ____

14. Do teachers take advantage of special opportunities such as "career days" to expose students to non-traditional occupations? ____ ____

15. Do teachers expect the same behavior and sense of purpose from all students? ____ ____

16. Do business teachers themselves present positive role models for students preparing for work and life in a multicultural, non-sexist society? ____ ____

17. Are communications to students, including assignments, notes, etc., written in culturally sensitive and sex-inclusive language? ____ ____

18. Have teachers taken affirmative steps to inform all students regardless of race, culture, sex, or disability that their involvement is welcomed in all business courses and programs? ____ ____

19. Is there a balance between large group, small group, and individual activities in the classroom schedule so that all students regardless of race, sex, culture, and disability are encouraged to become integrally involved? ____ ____

20. Do teachers avoid grouping students on the basis of gender or race? Do they instead group in ways to encourage cooperation and trust? ____ ____

21. Are teachers familiar with the requirements of Title IX, Title VI of the Civil Rights Act and Section 504 of the Vocational Rehabilitation Act? _____ _____

22. In reflection of current management theory, are behaviors such as openness, intuitive thinking, and cooperation rewarded in males as well as in females? Are independence, risk-taking and assertion rewarded in females as well as in males? _____ _____

Source: Department of Education. Multicultural Nonsexist Education in Iowa Schools--Business Education, pp. 7-14.

IOWA CURRICULUM ASSISTANCE SYSTEM (ICAS)

ICAS is a project of the College of Education and the Iowa Department of Education with Dr. John Van Ast as project director. Established in the spring of 1982, the mission of ICAS is to increase the availability of the quality and the quantity of competency-based curriculum/training materials to Iowa's vocational programs and in-house training programs for business and industry. ICAS is an active member of the National Network of Curriculum Coordination for Vocational Technical Education - NNCCVTE and the Mid-America Vocational Curriculum Consortium - MAVCC. Last year, 1988-1989 was the seventh year of operation.

More specifically, the project is designed to: 1) assess and prioritize curriculum/training material needs; 2) communicate these needs; 3) conduct curriculum/training material computer searches; 4) review and evaluate curriculum/training materials; 5) maintain a local library of nationally developed curriculum/training materials; 8) provide inservice training on how to use and develop these materials; 9) coordinate curriculum training for specific disciplines; and 10) measure and evaluate ICAS' system effectiveness.

ICAS maintains an in-house library of curriculum/training materials for the purpose of loan and review. These materials can be reviewed by visitors to ICAS or can be sent out for review purposes. Total number of holdings - 3,311. All review copies are sent via UPS. These are mailed to clientele throughout the state free of charge.

Areas covered include materials for:
Agriculture
Business and Office
Health
Home Economics
Technology
Marketing
Trade and Industry
Technical
Special Needs
Related Math and Communications
Basic Skills
Entrepreneurship

Instructional Material formats include:

Performance Objectives
Task Analysis/Competency Lists
Competency Profiles
Instructor: Units of Instruction
Students: Units of Instruction
Certificates of Competence
Micro Courseware
Audio Visuals

a) slide/tape
b) video tape
c) transparencies

Courses of Study

ICAS conducts computer searches for up-to-date curriculum/training materials as well as task/competency lists and micro courseware in all areas listed above. Clients can loan any item identified within the search for review purposes. There is no charge for this service.

ICAS conducts many interactive meetings with vocational educators/trainers who have requested assistance with specific curriculum development activities. Such meetings are conducted either in the ICAS office or on location throughout the state.

In addition, Curriculum Updating Workshops are also an important aspect of ICAS' services. Such workshops are specifically designed for specific instructors throughout the state. Emphasis is placed on curriculum/training materials design.

Computerization of the ICAS library was completed during 1987/1988, enabling staff to conduct "on-line" searches in-house rather than run searches through a secondary party.

Along with this computerization, software and corresponding hardware including bar coding capabilities were implemented summer of 1988. This significantly decreases many "labor incentive" activities.

For more information about ICAS and its services, contact ICAS, N008 Lagomarcino Hall, Iowa State University, Ames, Iowa; phone (515) 294-8919.

COOPERATIVE METHOD OF INSTRUCTION

The cooperative method of instruction is designed to provide realistic on-the-job training. The method prepares students for entrance into and advancement in business careers by working at a designated training station for a half-day and attending classes in school for related instruction and the completion of requirements for graduation.

The term cooperative method describes the working relationship between school and business in preparing students for entrance into and success in career fields. Both the teacher-coordinator and the on-the-job training sponsor have instructional responsibilities. These instructional responsibilities must be jointly planned and coordinated if the program is to be successful.

The cooperative method is used in a three-part instructional approach: (1) on-the-job training, (2) related instruction, and (3) a student organization. On-the-job training stations serve as laboratories in which occupational competencies are developed, improved, or refined through carefully planned and supervised experiences. Related instruction is provided in the school. Students participate in related student organization activities.

Certain competencies are required for a given career objective. Some of these competencies are developed in the related class and applied on the job; other competencies may be developed on the job. In addition, competencies may be developed within the program of work established by the vocational student organization. The overall purpose of the cooperative method is to enable students to acquire and refine occupational skills, knowledges, and attitudes in a realistic learning environment.

Course Objectives

By the end of the term the student should be able to:

1. Apply technology relative to career areas.
2. Develop knowledge needed by employees in chosen occupational areas.
3. Acquire a desirable work ethic, including work habits and attitudes.
4. Use appropriate human relation skills with coworkers, supervisors, clients, and customers.
5. Use thinking skills, including problem-solving and decision-making.
6. Prioritize and organize work tasks efficiently.

A. General Recommendations for Cooperative Programs
   1. Students will have the opportunity to participate in a cooperative program designed for their special skills.
   2. The training station experience will be compatible with the career goals of the student.
   3. A screening process, conducted by the teacher-coordinator, will precede admittance to the cooperative program.
   4. The cooperative program is a culminating activity which integrates all previously learned skills.
   5. A training agreement signed by the student, the parent, the employer, and a representative from the school will be completed for each student.
   6. Orientation should be provided by on-the-job supervisors.
   7. Students will be paid no less than the prevailing minimum wage or student learner wage and will receive school credit for the work experience.
   8. Classroom instruction will be designed for and correlated with the work experience; a related class will be taught by the coordinator and will be required of all cooperative students.
   9. The student will work a minimum of 15 hours a week.
   10. The training station and the related class will provide experiences which will acquaint the student with business activities.

B. General Recommendations for Cooperative Program Coordinators
   1. A coordinator will be given an average of one half-hour per student per week and will be assigned no more than 25 students for coordination purposes. Adequate time must be provided if the teacher-coordinator:
      a. works with members of the advisory council to ensure that all components of the instructional program reflect the occupational environment.

b. assists students in refining their career objectives and then identifies needed competencies for that career.
c. develops an appropriate training station for each student.
d. orients the training sponsor to the cooperative method of instruction.
e. works with the employer, training sponsor, and other individuals with occupational expertise to develop a training plan for each student.
f. carries our needed community public relations activities.
g. makes periodic visits to each training station to ensure coordination of classroom and on-the-job instruction, to solve problems, to observe the student on the job, to consult with the training sponsor, and to evaluate the student and the training.
h. keeps well-organized records.
i. serves as advisor for a student organization that is an integral part of the total instructional program.

2. The coordinator will have access to an office and a private telephone.
3. The coordinator will visit or call the training station at regularly scheduled intervals.
4. The coordinator will be reimbursed for travel expenses.
5. An advisory council will be used to make recommendations on program operations.
6. The coordinator is always responsible for the total program and should take steps to make sure labor laws are enforced. Coordinators will obtain copies of the latest state and federal regulations to be used by themselves and by the training sponsors. The coordinator will comply with Title IX (nondiscrimination on the basis of sex), Title VI (nondiscrimination of the basis of race), and Section 504 of Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap).
7. The coordinator will meet all state certification requirements.
8. Coordinators will be responsible for the organization of cooperative programs. (See Figure 1.)
9. Coordinator competencies are numerous. (See Figure 2.)

It is recommended that coordinators of cooperative programs be placed on extended contracts. The extended portion of the contractual agreement may cover approximately three weeks of summer employment as determined by the workload. The extended employment period will enable the teacher-coordinator to devote needed time for the above outlined activities.

Advisory Council

One important aspect of the cooperative program is the establishment of an advisory council for each program area. Advisory councils are made up of representatives from employers, employees, and other community groups (council members will include both females and males, employers and employees, and an appropriate representation of minorities). They provide a link between the school and the business community. Activities of the advisory council may include but are not limited to the following matters:

1. Provide advice on the selection of equipment and types of facilities needed for instruction.
2. Recommend criteria pertaining to employer expectation of students.
3. Assist students in procurement of employment.
4. Assist in community surveys.
5. Assist in placement of qualified graduates.
6. Make recommendations as to community needs in the area of adult education programs and courses.
7. Provide financial assistance in certain instances.
8. Assist in course and curriculum planning.
9. Assist in conveying information to the community about the program.
10. Assist in securing adequate training stations.

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11. Sponsor student organization activities.
12. Provide guidance in wage and hour problems.
13. Act as a sounding board for new ideas.
14. Assist in establishing realistic achievement level for entry-level skills.
15. Participate in employer-employee activities and other special functions.
16. Serve as a source for securing community resources.
17. Provide input into the development of long-range plans.
18. Provide asistance in preparing and printing informational publications designed for student recruitment and employer groups.
19. Assist in the competitive events of the various programs.

The coordinator will work closely with the advisory council that is formed to assist the specialized program area. Therefore, the coordinator will have major input in selecting members. Some policies should be developed covering the method of selecting and replacing members, qualifications of council members, size of the council, length of term that members serve, duties of the council, and the organization of the council. The advisory council members will understand that only the local Board of Education has power to enact policy. However, the council has a responsibility to offer the best advice possible to guide decisions regarding the cooperative program.

Training Stations

Training stations will be selected for their educational value as a realistic learning laboratory. To ensure the selection of training stations that promise acceptable on-the-job learning activities and experiences, the coordinator will establish criteria to guide the process. Items typically used as selection criteria include the following:

1. Employer attitudes--He/she understands and accepts the purposes of the cooperative method.
2. Variety of on-the-job learning activities--The training station will provide a variety of on-the-job learning experiences.
3. On-the-job instruction--The coordinator will cooperate with the training sponsor in providing learning experiences.
4. Working conditions--The training station will be free of occupational hazards that might impair either the health or safety of employees.
5. Reputation--The training station is a reputable organization that adheres to ethical practices.
6. Hours of employment--The training station will offer a sufficient number of working hours and refrain from imposing excessive hours that jeopardize the student's health or progress in school.
7. Facilities and equipment--Up-to-date facilities and equipment should be used in the training station.
8. Accessibility--Student trainees should be able to travel from the school to the training site and home safely within a reasonable period of time.
9. Wages--The wage scale should be comparable with that paid to other employees with similar experience and training.
10. An employer must abide by legislation related to equal opportunity, affirmative action, and non-discriminatory practices.

The success of the cooperative method is dependent upon businesses that will cooperate in providing learning activities which are vital to the achievement of student career goals.

Training Agreements

When the cooperative method is used, it is recognized as an integral part of the instruction. Therefore, it merits the same attention that is given to in-school learning experiences. The training agreement is a statement of fundamental agreements regarding the participation of a student on a job. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the teacher, employer, student, and parent.

While training agreements vary, there is usually a general pattern of content which may be outlined as follows:

1. Name of student and pertinent information.

2. Identification of student's career interest and assignment.
3. Length of training period and schedule of hours.
4. Hourly rate and adjustment provisions.
5. Statements of respective responsibilities.
6. Statements of mutual understandings.
7. Statement of nondiscrimination.

Each party should look upon the training agreement as a tool which will facilitate the operation of a quality training program enabling student-learners to reach career objectives. (See Figure 3.)

Training Plans

A fundamental aspect of the cooperative method is a strong emphasis on planned learning experiences leading to career goals. The training plan is a document containing a format for delineating for each student, the learning experiences and job tasks to be undertaken at the job site, often paralleled with classroom units of instruction.

Program Records

In addition to those forms and records which must be assembled by all teachers, coordinators using the cooperative method must keep and use a variety of other forms and records. (See Figure 4.)

The basic records contained in each of the student folders serves an essential purpose in a successful cooperative program. In addition, such records may be needed to substantiate vocational reimbursement claims, employer tax records, and other regulations.

Public Relations

Programs designed to prepare students to enter and succeed in cooperative programs need support from various target groups. This is especially important when the cooperative method is used in the program of instruction.

Good public relations revolve around and stem from the coordinator. It is his/her responsibility to initiate an active information program designed to inform target groups about the program. Well-informed groups form favorable images of vocational programs and interact in ways that enhance and improve such programs.

An early step in public relations is to identify the publics to be reached. The coordinator must reach school administrators, teaching staff and guidance personnel, students, employers, parents, community leaders, and taxpayers.

A long-range plan, developed before school gets underway, will help to assure that public relations activities are not jeopardized because of the press of other work activities.

Vocational Student Organizations

The educational values derived from student organizations are recognized as essential to the total development of the student. The definition of the cooperative program includes certain competencies developed through the program of work set up by the vocational student organizations. The Department of Education has consultants who assist coordinators in the implementation and operation of student organizations.

Student organization manuals, handbooks, and other sources of information may be obtained from the national offices for each student organization. (See Student Organizations section for addresses.)

Distributive Education Clubs of America (DECA) provides membership divisions for secondary and post-secondary students pursuing careers in marketing and distributive occupations.

Business Professionals of America and Future Business Leaders of America/Phi Beta Lambda provide membership divisions to serve secondary and post-secondary students interested in information processing and administrative support careers.

The goals of the student organizations may be achieved through a variety of activities and projects. The coordinator as an advisor to the student organization should consider the value that planned activities and projects will have for each student.

Reference

Mason, Haines, Furtado. Cooperative Occupational Education and Work Experience in the Curriculum. Danville: The Interstate Printers and Publishers, 1986.

FIGURE 1
Chart for vocational instruction programs using the cooperative method

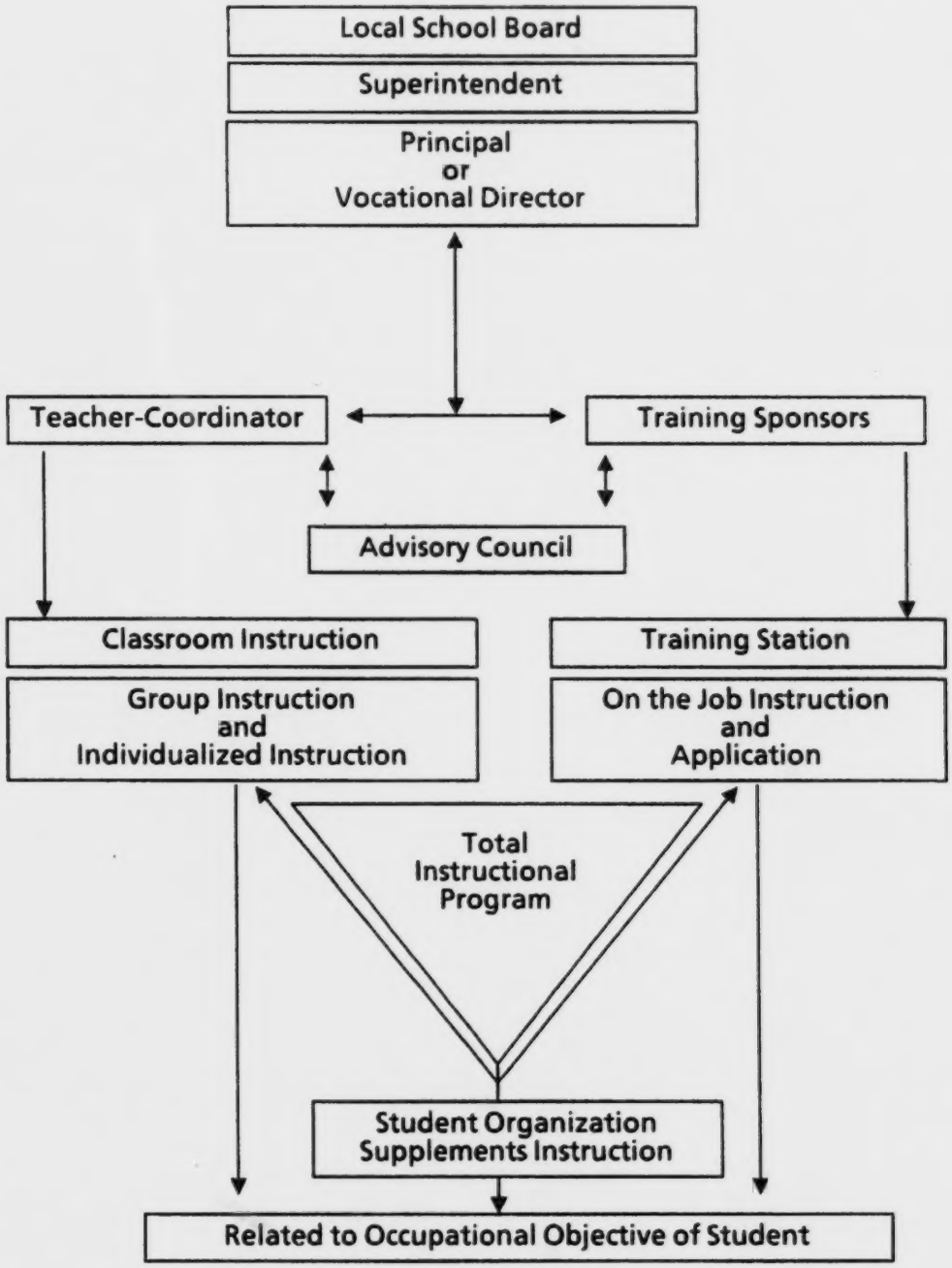

FIGURE 2

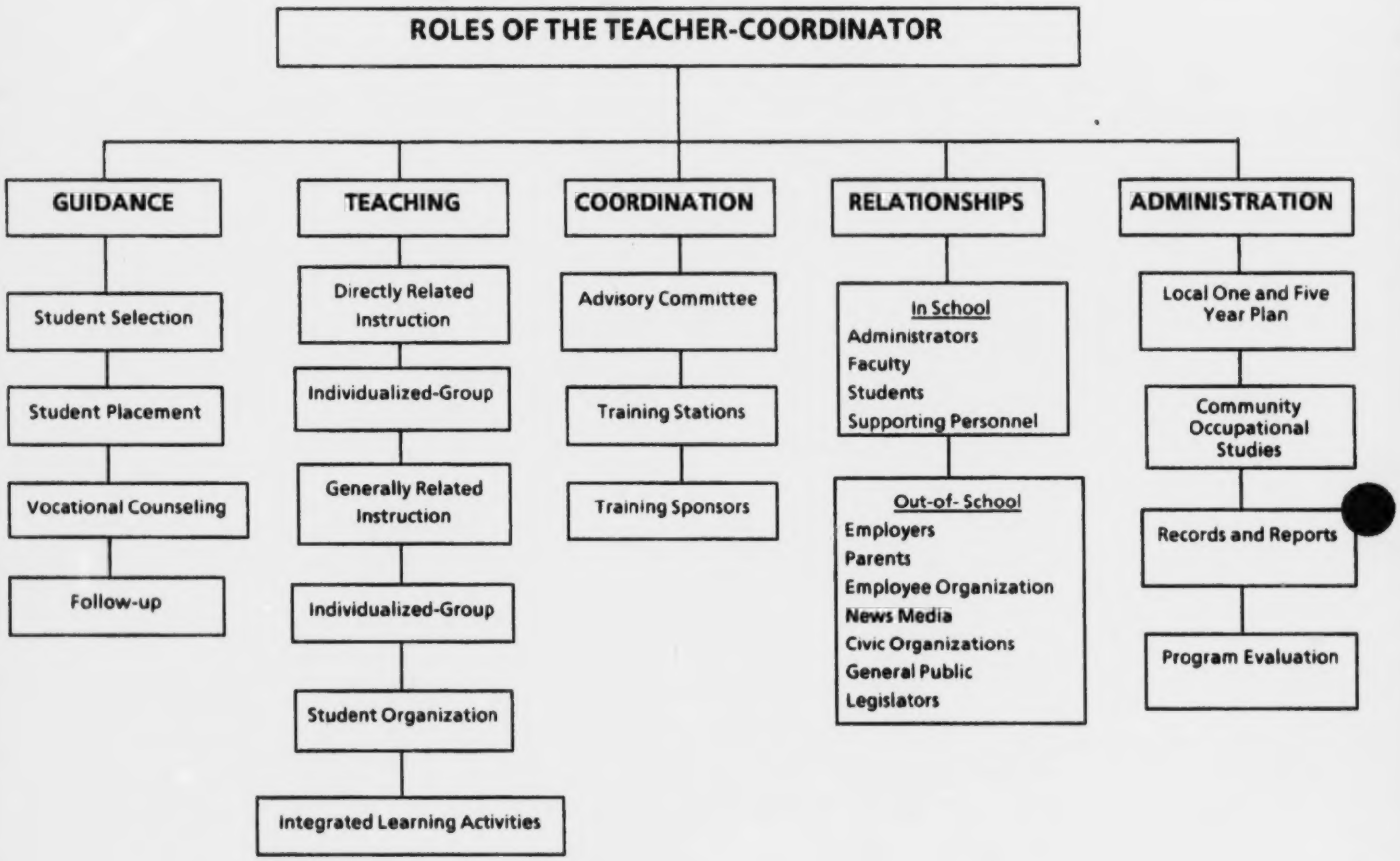
ROLES OF THE TEACHER-COORDINATOR
GUIDANCE
Student Selection
Student Placement
Vocational Counseling
Follow-up
TEACHING
Directly Related Instruction
Individualized-Group
Generally Related Instruction
Individualized-Group
Student Organization
Integrated Learning Activities
COORDINATION
Advisory Committee
Training Stations
Training Sponsors
RELATIONSHIPS
In School
Administrators
Faculty
Students
Supporting Personnel
Out-of- School
Employers
Parents
Employee Organization
News Media
Civic Organizations
General Public
Legislators
ADMINISTRATION
Local One and Five Year Plan
Community Occupational Studies
Records and Reports
Program Evaluation

FIGURE 3

TRAINING AGREEMENT

The *(Training Agency)* will permit *(Student)* to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of *(Occupation Name)* from *(Beginning date)* to *(Ending date).*

The training will be provided in accordance with the training plan developed for the student as well as the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for _____ hours per week and pay the student at the same rate as any other beginning employee on the same job. The beginning rate of pay will be _____.
2. Provide training for the student in accordance with the Training Plan. The student shall progress from job to job in order to gain experience in all aspects and duties of the occupation.
3. Provide instruction in safe and correct procedures and closely supervise the student's work.
4. Work with the teacher-coordinator if dismissal or layoff is anticipated; conferences about unsatisfactory situations should be held to avoid dismissals.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner at all times.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.
5. Inform the employer and the teacher-coordinator in the event of illness or emergency that prevents attendance.
6. Develop the knowledges and skills necessary to become an effective employee of the business.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.
2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.
3. Insure that the student does not assume traditional employment while participating in the vocational program.
4. Encourage the student to succeed in school work and in job performance.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and the teacher-coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.

3. The earnings of vocational students employed under a cooperative training agreement are exempt from both state and federal unemployment. Earnings do not have to be reported and unemployment compensation cannot be claimed by the student.

4. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:

   a. The student is no longer enrolled in the vocational program.

   b. The student's performance or grades are unsatisfactory.

   c. The policies or rules of the employer or the vocational program are abused by the student.

   d. The training plan is not being followed.

5. Equity Statement: It is the policy of this company not to discriminate against employees or customers. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs and otherwise treated without regard to race, color, national origin, sex, marital status, or disability.

Student _____

Employer _____

Parent/Guardian _____

Teacher/Coordinator _____

Date _____

FIGURE 4

Name

1. Application
2. Data Sheet
3. Training Agreement
4. Training Plan
5. Parent's Name
6. Parent's Home Address
7. Parent's Business Address
8. Home Phone
9. Business Phone
10. Teacher-Coordinator's Name, Address, Phone
11. Evaluation Reports
12. Work Permit (If Needed)
13. Social Security Number

Sample folder for employer or training sponsor

Student's Name

1. Application for Co-op Course
2. Personal Data Sheets
3. Career Objective Material
4. Data Relative To High School Curriculum, etc.
5. Teacher Rating Forms, etc.
6. Training Program Agreement
7. Teacher-Coordinator Visitation Reports
8. Training Sponsor Reports
9. Evaluation
10. Other Pertinent Data
    - Student Social Security Number
    - Student Address
    - Home Phone
    - Parent's Name
    - Parent's Business Address
    - Parent's Business Phone
    - Other Pertinent Data

Sample folder for teacher-coordinator's records on each student (confidential)

Name

1. Training Plan
2. Work Schedule
3. Progress Chart
4. Time Sheets
5. Weekly Earnings
6. Pertinent Information Relative To Work Station
7. Training Agreement
8. Copy of Student's Birth Certificate Or Copy Of Work Permit

Sample folder for student's records and other information

SCHOOL STORE

The purpose of a school store is to provide students with experiences and opportunities to learn about business in action. Numerous educational dividends can result from the use of a school store laboratory. Learning is enhanced when students have an immediate opportunity to put theory into practice. An efficiently operated store sets a high standard for student learners to emulate on the job. Additional student benefits include:

Comprehension of total store operation
Exposure to real management decision-making
Development of student interpersonal relationships
Contact with vendors and suppliers
Immediate realistic experience

The school store complements and supplements classroom instruction. Additional objectives of the school store would include but are not limited to:

1. Providing an actual business atmosphere in which to teach business principles.
2. Providing an opportunity to supplement and reinforce knowledge, skills, and attitudes required for business careers.
3. Developing business-like procedures and attitudes.
4. Encouraging and developing leadership and management skills.
5. Providing pre-employment training.
6. Providing quality merchandise at economical prices for the faculty and the student body.

The operation of a school store provides a learning environment for students to learn about being a business owner in an actual business environment.

The classroom learning activities are combined with the operation of a school store. Content areas which are presented in the classroom and applied in the store setting are sales, merchandising, advertising, display, operations, management, and accounting.

This method of instruction may be used in a setting where the cooperative method is not practical because of the limited number of training stations or for students with a limited amount of time to work in a cooperative program. It is also an excellent instructional tool for students prior to entering a cooperative program or to supplement the cooperative experience.

SIMULATION

To achieve the objectives of business and office education, a variety of teaching methods and materials have been used. A recognized basis for occupational preparation has been the use of "real life" activities performed by students under supervision--the cooperative method. Another method known as the model office simulation is being used as an effective tool for meeting the needs of students in business and office education. Simulations can provide the opportunity for students to develop, in addition to basic office skills, such needed skills as organization ability, decision-making, listening, priority setting, and interpersonal relations. Further, simulations can serve as a strong motivational device and can help students develop a sense of responsibility toward their work. In other words, simulations enable students to gain the competencies they will need to function effectively in the office occupations of their choice in real world situations.

A model office simulation practice set integrates the position simulation activities of more than one job. It provides for the realistic blending of skills, office personalities, and outside influences as found in the actual job situation. The business and office curriculum offers unlimited opportunity for the teacher to provide the student with simulated learning experiences.

The selection of a model office simulation practice set is typically based upon several criteria: objectives, time available, number and ability of students, cost of the simulation and related materials, available facilities, and the experience of the teacher. Obviously the job objectives of the instructional program will be the major determining factor in selecting the model office simulation. Most simulations can be expanded or contracted in length of time.

A good model office simulation can be operated with a bare minimum of facilities. However, some simulations require equipment that may not be available, while other simulations may be used with or without special equipment.

MULTI-OCCUPATIONS

Introduction

Multi-Occupations programs are vocational programs that use the cooperative method. They combine students from several occupational areas (marketing, business, agriculture, home economics, health, technical, etc.) within one class. Development of the multi-occupations program should be done when student needs are not being met by other programs, since multi-occupations can accommodate most student vocational requests.

Multi-Occupations programs give students opportunities vocationally to make career decisions with practical, on-sight instruction. In this type of program, the student would be employed in a business for educational purposes for a recommended minimum of 15 hours per week for the entire school year. In addition, related classroom instruction is required. It is recommended that other preparatory vocational classes be considered. The student should be paid at least the prevailing minimum wage for his/her services according to federal law.

The student's place of employment is known as the "training station." Placement in a training station must be approved by the teacher coordinator. The students have an opportunity to receive training under the direction of a person in the business who is highly competent. That person is known as the training sponsor.

Students are encouraged to plan early so that the majority of graduation requirements are completed by the end of the junior year. This will allow more freedom in selecting a block of time that will be necessary to use as job-training time. The fewer required subjects to be completed during the senior year, the more flexibility available in selecting a working time that is agreeable with an employer. The student will receive credit for on-the-job training as well as credit for the related instruction.

Participation in a vocational student organization is recommended.

Course Objectives

By the end of the course, the student should be able to:

1. Provide vocational training free from stereotyping to all students through realistic on-the-job training.
2. Use and develop in a "real" job setting the skills learned in school.
3. Obtain and develop job skills and attitudes not otherwise available in educational settings.
4. Promote better understanding of the relationship between educational success and job success.
5. Develop attitudes necessary for successful job performance and cooperation with co-workers and management.
6. Develop positive attitudes necessary for other life areas affecting career success.
7. Encourage the development of pride in doing a job well.
8. Help all students select and prepare for a career of their choice.
9. Provide the local community an opportunity to support and improve the educational system.
10. Further enhance leadership skills through the development of a local multi-occupations chapter.

Multi-Occupations Related Class

By the end of the term, the student should be able to:

1. Understand the purposes and regulations associated with the Multi-Occupations Program.
2. Develop leadership and social skills affiliated with a Multi-Occupations student organization.
3. Develop an understanding for the importance of human relations with others.
4. Understand the basic laws concerning employment.

5. Develop an awareness of proper health and safety standards affecting the work environment.
6. Demonstrate a basic knowledge of labor unions.
7. Develop an understanding of our economic system associated with entrepreneurship.
8. Use effective communication skills for both employment and personal skills.
9. Apply basic consumer education knowledge for both personal and business management purposes.
10. Develop an awareness for both the importance of personal growth and one's occupation.
11. Apply job seeking skills and career planning for effective employment opportunities.
12. Develop a working knowledge of our tax system for personal and business purposes.

Objective-Based Teacher-Coordinator Activities

1. Assist student-learners with job-related problems.
2. Develop a cooperative training agreement between student-learner, school, and cooperating employer.
3. Check student-learner progress with cooperating employer, on-the-job instructor, and other personnel.
4. Develop a systematic training plan with a cooperating employer.
5. Designate on-the-job learning experiences.
6. Orient training station staff to objectives of the program.
7. Develop and maintain a good working relationship with training station personnel.
8. Conduct appropriate visitations to training stations.
9. Supervise individual student-learner's performance.
10. Involve cooperating employer in the evaluation of student-learner's performance.
11. Develop procedures for job and program transfer.
12. Develop policy on absenteeism, work schedules (hours), job transfer, and wages.
13. Develop, administer and interpret evaluation forms for on-the-job training.
14. Involve students in evaluating cooperative work experience.
15. Correlate related and technical instruction with student-learner's on-the-job training.
16. Assist student-learners in job orientation.
17. Develop a plan of student-learner supervision.
18. Develop and maintain student-learner progress reports.
19. Screen and select training stations.
20. Participate in and/or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program.
21. Obtain follow-up information from graduates and former student-learners.
22. Arrange school and work schedules with student-learners, faculty, and cooperating employers.
23. Aid student-learners in obtaining work permits.
24. Evaluate the facilities of prospective training stations.
25. Establish an effective advisory council.
26. Secure advisory council recommendations for training stations.
27. Conduct a training station development program.

A. Purpose: This class is to provide the student with a foundation on which to build his/her vocational education experience. The course is taught by the Cooperative Education Teacher-Coordinator and includes individual study within the student's occupational field as well as group instruction.

B. Recommended Hours for Instruction: 225-275 minutes per week.

C. Job-Related Competencies: Course content will be individualized as needed in each student-trainee's vocational area.

Course Content

I. Orientation to Cooperative Programs

A. Introduction to the cooperative program

B. Program rules, regulations, guidelines

C. Training plans

D. Training agreements

II. Development of Multi-Occupations Chapter

A. Parliamentary procedure
   1. Robert's Rules of Order

B. Development of constitution

C. Formation of committees
   1. Civic
   2. Professional/educational
   3. Social
   4. Financial

III. Human Relations

A. Self-awareness
   1. Causes of a poor self-image
   2. Manifestation of a poor self-image
   3. Steps to a healthy self-image

B. Coping with problems
   1. Stress management
   2. Handling criticism

C. Relationship with other people
   1. Human relations with co-workers
   2. Human relations with employers
   3. Human relations with customers

IV. Legal Aspects of Employment

A. Workers' Compensation

B. Fair Labor Standards Act

C. Child labor laws

D. Minimum wages

V. Health and Safety on the Job

A. Hazards in the work environment
   1. Human errors
   2. Environmental
      a. Hazardous occupations

B. Governmental agencies
   1. OSHA
   2. Environmental Protection Agency

VI. Labor Unions

A. History

B. Terms

C. Laws affecting unions

D. Relation between labor and management

E. Collective bargaining

F. Grievance procedures

G. Right to work laws

VII. Economics of Free Enterprise

A. Examining entrepreneurship as a career

B. Comparison of types of business ownership

C. Law of supply and demand

D. Setting up a franchise business
   1. Researching new enterprise opportunities
   2. Planning a new enterprise
   3. Putting plan into action
   4. Preparing a financial statement

VIII. Communication Skills

A. Importance of communications at work
   1. To/from employer
   2. To/from co-workers

B. Body language

C. Telephone skills

D. Listening skills
   1. Memory techniques

E. Oral/written skills

IX. Personal Resources Management

A. Budgeting
   1. Income vs. outgo

B. Personal banking procedures
   1. Checking accounts
   2. Savings accounts
   3. Instant access

C. Types of personal investments

D. Obtaining and using credit
   1. Comparison of lending agencies
   2. Establishing credit
   3. Figuring finance charges
   4. Contracts

E. Insurance
   1. Auto/life/medical property
   2. Social Security

F. Figuring Payroll
   1. Deductions
   2. Various pay plans

G. Taxes
   1. Federal Income Tax forms
   2. State Income Tax forms

H. Housing
   1. Buying vs. renting
   2. Selling

I. Automobiles
   1. New vs. old
   2. Figuring wholesale
   3. Evaluating a used car
   4. Selling your used car

X. Growth and Development

A. Continuing education

B. Apprenticeships

C. Licensing trades

XI. Career Planning

A. Researching careers
   1. Career Information System of Iowa
   2. Occupational file
   3. Personal interviews, guest speakers, field trips

B. Job-Seeking Skills
   1. Sources of job leads
   2. Letters of application/cover letters
   3. The resume
   4. Employment applications
   5. Employment tests
   6. The interview
   7. Follow-up letters

Teaching Strategies

1. Provide opportunities for class discussion of problems/ concerns that occur on the job.
2. Conduct field trips to local businesses. Bring in speakers from both traditional and non-traditional occupations.
3. Use audio-visual aids--films, videos, filmstrips, and cassettes.
4. Use debates and round-table discussions as a part of the program when appropriate.
5. Utilize the advisory council to continually update course content.
6. Give consideration to attending State Leadership conferences.
7. Attend seminars conducted by local professional organizations and/or area community colleges for enriching course content.

References

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PRE-HIGH SCHOOL BUSINESS CURRICULUM

The technological revolution occurring in our nation is challenging business educators to develop a curriculum that will prepare students to function in a continually changing computerized society. The curriculum will need to provide the opportunity for every student to develop good keyboarding skills. All students will need to become computer-literate in order to use the computer as a tool for information processing. The development of basic business computation and communication skills will become even more important. The curriculum will need to provide opportunities for students to learn about careers and the world of work in a technological society. Students will also need instruction in ways to cope with change.

At the elementary level the major contributions to building the business curriculum should be in the development of: (1) the basics: language arts, mathematics, work attitudes, and human relations skills; (2) basic computer skills and keyboarding; and (3) computer awareness.

The middle school/junior high school curriculum should continue to build on the basic skills of communication, computation, and human relations that were initiated at the elementary level. Students also need to continue acquiring typewriting skills and computer literacy/application skills. Personal and general economic concepts should be included in instruction at this level.

Several factors will have to be considered in determining a curriculum of pre-high school business subjects. These factors will include time, space, needs of students, availability of teaching staff, and financial resources. Some alternatives for organizing the curriculum might be: (1) integration of some of the needed concepts into existing courses, such as mathematics and language arts; (2) integration of other concepts, such as human relations and career awareness, into already existing guidance programs; and (3) separate courses when possible.

With this in mind, the following curriculum suggestions are offered.

ELEMENTARY SCHOOL (Grades 4-6)

In order to meet the needs of a sound business curriculum, the elementary curriculum could include the following:

Courses

Keyboarding - 15-20 hours per year (possibly starting in 4th grade and continuing each following year)

Word Processing - 10-15 hours per year (starting in 4th grade)

Concepts (to be integrated within existing curriculum)

Mathematics (to be integrated within existing mathematics courses)

- Making change
- Use of calculators
- Estimation skills
- Applied arithmetic skills
- Problem solving

Communications (to be integrated within existing language arts courses)

- Giving and receiving directions
- Listening
- Verbal communications (speaking)
- Grammar skills
- Telephone skills
- Proofreading/Notetaking
- Nonverbal communications (visual)

Human Relations and Career Awareness (Possibly integrated with guidance programs at both the elementary and middle school/junior high school levels)

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL

The middle school/junior high school level should continue the development of all skills initiated at the elementary level and expand the opportunities for acquiring additional typewriting and computer skills. Other offerings should provide students with a knowledge of personal and general economic concepts. The following courses should be offered at this level.

Typing - one semester (Grades 6-8)
This course should provide additional skill building on the keyboard and introduce rules for formatting applications.

Computer Literacy/Applications - one semester (Grades 6-8)
This course should include use of the computer as a tool for information processing with "hands-on" experience using applications of word processing, spreadsheets, data management, etc.

NOTE: If it is not possible to offer two separate courses for Typing and Computer Literacy/Applications, the two could be combined and offered for one semester.

Basic Business - one semester (Grades 6-8)
An exploratory course that surveys the major areas of business in the world. This course should include, but not be limited to, the following business, personal and general economic concepts:

Business vocabulary
Societal skills
Community awareness
Economics
Role of workers (men & women) in business

Career exploration
Salary
Availability
Job requirement
Training
Interview
Application/resume/follow-up letter

Entrepreneurship
Business ownership
Profit/loss
Risk/reward

Information resources

Functional skills
Exploring business

- How business operates
- Role of business in society
- Heavy industry
- Service industry
- Merchandising/sales
- Transportation/distribution
- Laws/regulations

Consumerism - business & personal
Wise shopping
Advertising/promotion
Laws/contractual

Business & personal money management
Banking
Balancing checkbook
Borrowing
Interest
Investment/saving
Taxes
Recordkeeping
Decision-making
Problem-solving
Time management

Simple business machines

Electronic business equipment

Business software

* "When a school system makes a decision for students to use the computer for the entry of multiple words, the teaching of keyboarding must be initiated at that level and continued and reinforced throughout the entire curriculum." (Keyboarding: A Position Paper, Cadre for Business Education, 1985.)

PROFESSIONAL ORGANIZATIONS

In the rapidly changing business world, it is essential for business educators to keep up with the changes. To do this, teachers need the assistance of experts in business education, other professionals, members of the business community, and lay people--all of whom seek to keep business education current and meaningful for students. Membership in

professional organizations is one of the best ways of keeping abreast of changes in the business world. There are many professional organizations to which a teacher may belong and include both professional education and business organizations.

Through professional organizations teachers have opportunities to attend meetings and seminars conducted by leaders from business and education. Most organizations publish newsletters or journals which contain information that can be helpful in classroom instruction.

The table which follows provides an overview of those organizations that are of special interest to business educators. The organizations are arranged by level and type. Specific details about each organization are also provided below.

Educational Organizations - National/International Level

*American Federation of Teachers (AFT)
11 Dupont Circle, NW, Washington, DC 20036
Promotes collective bargaining for teachers and other educational employees. Conducts research on teacher stress, educating the handicapped and other educational issues. Lobbies for passage of legislation of importance to education and the labor movement. Presents annual Human Rights Award; bestows grants in education and labor areas.

*Association for Supervision and Curriculum Development (ASCD)
125 N. West Street, Alexandria, VA 22314
For leaders in elementary, middle, and secondary education but is also for anyone interested in curriculum, instruction, supervision and leadership in schools. Membership includes a journal, yearbook, newsletters, annual conference curriculum study institutes, publications, audio and video tapes, films and filmstrips for staff development and inservice training, and an insurance plan.

International Association for Computers in Education (IACE)
1230 17th Street, NW, Washington, DC 20036
Formerly the Association for Educational Data Systems (AEDS) formed in 1962. For anyone interested in computers in education.

International Council for Computers in Education (ICCE)
University of Oregon, 1787 Agate Street, Eugene, OR 97403
A non-profit professional organization actively working to improve computer education at all levels and in all disciplines.

National Education Association (NEA)
1201 16th Street, NW, Washington, DC 20036
Professional organization of elementary and secondary school teachers, college and university professors, administrators, principals, counselors and others interested in American education.

Phi Delta Kappa (PDK)
International Headquarters Bldg., Eighth and Union,
Bloomington, IN 47401
A professional education fraternity connected with approved colleges and universities of graduate rank maintaining schools, colleges, or departments of education. The purpose of PDK is to promote quality education, with particular emphasis on publicly supported education.

Educational Organizations - State Level

Iowa Association for Supervision and Curriculum Development (IASCD)
Iowa affiliate of ASCD

Iowa Computer Using Educators (ICUE)
Open to all individuals or institutions interested in the use of the computer in education and/or related research. Affiliated with ICCE.

Iowa State Education Association (ISEA)
4025 Tonwanda Drive, Des Moines, IA 50312
State association affiliated with NEA, it works to find solutions to major educational problems. Membership provides individuals with an organized structure and process that can be used to address issues at the building and school district level.

Professional Educators of Iowa

Affiliated with American Federation of Teachers.

Educational Organizations - Local Level

(City/District) Education Association
Phi Delta Kappa

Business Education Organizations - National/International Level

American Business Communications Association (ABCA)
University of Illinois,
608 S. Wright Street,
Urbana, IL 61801
Offers placement service; bestows awards; sponsors research programs.

American Vocational Association (AVA)
2020 N. 14th Street,
Arlington, VA 22201
Teachers, supervisors, administrators and others interested in the development and improvement of vocational, technical and practical arts education. Areas of interest include: industrial cooperative training programs; part-time classes for adults; supervisory and foreman training; technical training at sub-college levels; trade preparatory classes. The following divisions act as a representative voice for so named groups and support programs and activities in cooperation with AVA and other business education organizations.

Classroom Educators of Business and Office Education (CEBOE)

National Association of Supervisors of Business Education (NASBE)

National Association of State Supervisors of Business Education (NASSBE)

National Association of Teacher Educators of Business Education (NATEBE)

Delta Pi Epsilon (DPE)
National Office, PO Box 4340, Little Rock, AK 72214
A national honorary professional graduate society for men and women in business education. It consists of members of local chapters established at colleges and universities which offer graduate programs of business teacher education. It supports and promotes scholarship, leadership, and cooperation among all educational institutions, business organizations, and members of the Society.

International Society for Business Educators (ISBE)
United States Chapter, NBEA,
1914 Association Drive,
Reston, VA 22091
Societe Internationale pour l'Enseignement Commercial (SIEC) is used for the international designation and ISBE, to designate the U.S. Chapter of SIEC. It is affiliated with NBEA and was founded in 1901. Each summer SIEC holds an economics course, usually in Europe, and highlights institutions of the host country as well as issues in business education. A full program of lectures, tours, and pedagogical sessions enables participants to gain a better understanding of the life and economy of the host country.

Joint Council of Economic Education (JCEE)
2 Park Avenue,
New York, NY 17016
Economists and educators dedicated to improving economic education by improving the quality and increasing the quantity of economics being taught in schools and colleges. Initiates curriculum development and research; experiments with the new economics courses and ways to prepare teachers and students; provides updated teacher-pupil materials; coordinates national and local programs in economics education; provides consultant service to educators; sponsors conferences and workshops; tests new methods in practical school situations, college campuses, and cooperating school systems; and presents awards.

Marketing Education Association (MEA)
1908 Association Drive,
Reston, VA 22091
MEA is for instructors, teacher-coordinators, local and state supervisors, teacher-educators, and other personnel responsible for maintaining, improving, and supporting marketing education programs. Its purposes are to develop high professional standards among the membership; to foster a better understanding of marketing education and its importance; to improve MEA by

encouraging the dissemination of new ideas, fostering practical research, implementing promotional plans, and providing conferences and seminars; to support the marketing student organization; to establish a unified position on issues, policies, and legislation; to provide opportunities for better leadership development and professional growth; to improve relationships with other agencies, organizations, and institutions; and to serve as a catalyst for business support and involvement.

National Business Education Association (NBEA)
1914 Association Drive,
Reston, VA 22091
NBEA is the nation's largest professional organization devoted exclusively to serving business education. Its members are business teachers, administrators, supervisors, teacher-educators, and college and university students planning to become business teachers. Its central objectives are to promote all phases of business education for both vocational and nonvocational students and to serve as a unifying agency among regional and other groups dedicated to that goal. NBEA provides for its members a publications program, a computer network--NBEA Net, insurance programs, conventions, curriculum guides, legislative liaison, research and development activities, National Business Competency tests, a clearinghouse for instructional aids, an awards program, affiliation with related national and international business education organizations, and opportunities for leadership at the regional and national levels.

Business Education Organizations - Regional Level

North-Central Business Education Association (N-CBEA)
N-CBEA is one of the five regional associations of the National Business Education Association (NBEA). Iowa business educators who belong to NBEA automatically hold membership in N-CBEA. States in this region are Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Annual activities of N-CBEA include holding a convention in conjunction with one of the eight states, publishing a newsletter, and sponsoring a project.

Business Education Organizations - State Level

Accountants Association of Iowa
414 SGA Building,
Cedar Rapids, IA 52401

Delta Pi Epsilon (DPE)
Iowa has two chapters: the Alpha Tau Chapter at the University of Northern Iowa, and the Omicron Chapter at the University of Iowa.

Iowa Business Education Association (IBEA)
State organization for all business educators. IBEA has a membership of approximately 600 and is the state affiliate of NBEA/N-CBEA. Membership includes newsletters, annual conventions, and area meetings.

Iowa Council on Economic Education (ICEE)
State affiliate of the Joint Council on Economic Education.

Iowa Marketing Educators (IME)
Organization for secondary and postsecondary marketing education coordinators and business educators in the marketing and management areas.

Iowa Office Education Coordinators Association (IOECA)
Organization for secondary and postsecondary office education coordinators in Iowa. It provides an annual conference for its approximately 100 members.

Iowa Society of Certified Public Accountants
4000 Westown Parkway,
West Des Moines, IA 50265

Iowa Vocational Association (IVA)
State affiliate of AVA. Its membership is approximately 1200. IVA is open to all business educators--which accounts for three of its ten divisions: business education, marketing education, and office education. When you pay dues for IVA, you indicate the division(s) you choose to belong to (IBEA, IME, or IOECA) and include the dues for that (those) organization(s).
Multi-Occupations Association (MOA)

Business Organizations - National/International Level

*Administrative Management Society (AMS)
AMS Building, Maryland Road,
Willow Grove, PA 19090
Professional administrators in administrative services, systems and information management educators, and management consultants. Promotes applications of scientific methods to business and industry for the purpose of increasing productivity, lowering costs and providing programs and courses of study. AMS encourages and participates in research; promotes sound employer relationships; presents merit awards; and sponsors professional accreditation for Certified Administrative Manager.

*American Accounting Association (AAA)
5717 Bessie Drive,
Sarasota, FL 33581
Promotes research and education in accounting. Sponsors fellowship program to furnish financial aid to PhD candidates in accounting.

*American Institute of Certified Public Accountants
1211 Avenue of the Americas,
New York, NY 10036

*American Marketing Association (AMA)
222 S. Riverside Plaza, Suite 605,
Chicago, IL 60606
Professional society of marketing and marketing research executives, sales and promotion managers, advertising specialists, teachers and others interested in marketing. Fosters research; sponsors seminars, conferences and student marketing clubs; provides educational placement service and doctoral consortium.

*Association of Information Systems Professionals (AISP)
1015 North York Road,
Willow Grove, PA 19090
Individuals interested or actively participating in the development and use of improved information processing methods and systems. AISP is primarily oriented toward internal text-based information systems within companies and deals with application of automation to the transfer of ideas to paper or electronic storage. Conducts annual salary survey; maintains library and speakers bureau; bestows awards; conducts specialized education.

*Association of Records Managers and Administrators (ARMA)
4200 Somerset, Suite 215,
Prairie Village, KS 66208
Administrators, managers, supervisors, specialists, educators and others interested in study of efficient records design and records keeping. Seeks to promote a scientific interest in records and information management; to provide a forum for research and the exchange of ideas and knowledge; and to furnish a source of records and information management guidance. Conducts research; presents awards; maintains placement service; provides speakers bureau; collaborates with American Standards Association on office practices and equipment.

*Professional Secretaries International (PSI)
301 East Armour Blvd.,
Kansas City, MO 64111
For owners and managers of professional secretarial services. Organizes cooperative buying of secretarial equipment and supplies; sponsors advertising and educational programs through seminars and workshops.

Business Organizations - State Level

*Those national organizations above with an asterisk (*) have state chapters in Iowa.

Business Organizations - Local Level

Chamber of Commerce
Jaycees
Kiwanis Club
Lions Club
Rotary Club

PROGRAM EVALUATION STANDARDS

IMPLEMENTING NATIONAL STANDARDS FOR EXCELLENCE IN BUSINESS EDUCATION

Business education has served our nation well in preparing persons for office and entrepreneurial employment. However, the need is urgent for us to re-evaluate all aspects of the field to ensure that needs and demands for managers and technical workers will be met and that we will continue to contribute to the general education of all citizens. The shift toward an information-based labor market imposes a strong responsibility on business educators to update the content and resources of their programs. Only through periodic evaluations of all components of a program can business education maintain its position in the educational arena and meet its obligations to those preparing to enter tomorrow's labor market.

The standards were designed for use by business teachers and administrators. Through use of the standards, strengths and weaknesses of programs and instruction can be detected. The standards may be used in planning, revising, and updating courses and programs.

Format of Standards

The standards document is a composite set of generic standards consisting of two subsets--one for program standards in business education and one for instructional standards in information processing. The document includes specific instructions for using the standards for program assessment and improvement.

The program standards are organized into nine topic areas as follows: Philosophy and Purpose, Organization and Administration, Curriculum and Instruction, Instructional Staff, Financial Resources, Instructional Support Systems, Public Relations, Student Development Services, and Evaluation. The six topic areas comprising the information processing instructional standards are Organization, Content, Related Content, Methods and Resources, Instructional Support Systems, and Evaluation.

How to Use the Standards

Complete instructions for using the standards are given on pages 10-12 of the publication, STANDARDS FOR EXCELLENCE IN BUSINESS EDUCATION, which was distributed to all business teachers in Iowa by the IBEA representatives during the school year, 1987-88. There are 247 program standards and 188 instructional standards.

How to Interpret and Use Results

Knowledge of deficiencies alone will not improve a business education program. However, using the information as a basis for planning and systematically implementing corrective measures can result in improved programs.

After identifying the standards that are marked "Below Standard," the next step is to formulate plans for systematically correcting deficiencies. Each standard is important, and the ultimate goal is to achieve 100 percent on each topic.

The Deficiency Identification and Correction Report (page 13) in the standards document may be used to identify each deficiency and to prepare a step-by-step correction plan.

The impact of these standards on business education is dependent upon their use by business educators at every level. While systematic results may be observed when efforts are coordinated at the school, local, and state levels, significant changes can occur at the classroom level when individual teachers study the standards, apply the appropriate parts to their classes and to themselves, and begin implementing a personal plan of improvement.

Copies of STANDARDS FOR EXCELLENCE IN BUSINESS EDUCATION may be purchased from National Business Education Association, 1914 Association Drive, Reston, VA 22091 for $10 single copy.

PUBLIC RELATIONS AND THE BUSINESS EDUCATOR

A public relations program that is concerned with public attitudes and identifies the policies, procedures, and methodology of business education in terms of public interest is one of the major factors in a successful business education program.

Business educators must accept responsibility for developing sound, positive, and well-planned programs of public relations which interpret the many facets of business education regarding social values, economic literacy, and occupational competency.

General Goal of a Public Relations Program

The general goal of a public relations program for business education is to improve communication with the "publics"-- community, parents, and students. By improving communication you will give information, get information, and hopefully gain the cooperation of the publics which can assist you in effectively operating a quality program. Establishing and achieving good public relations will provide the following benefits:

1. Improve communication and cooperation between business education and its publics.
2. Develop broader understanding of business education in the community.
3. Increase interest among parents, employers, and business.
4. Increase prestige and pride for the business education program, its students, and the instructor.
5. Attract interested students to the business education program.
6. Create goodwill and a favorable school and community climate for business education.

An effective public relations policy begins with the school. Therefore, the business educator should:

1. Manage an effective, efficient learning environment.
2. Exemplify strong personal integrity.
3. Work with guidance counselors and instructors from other disciplines by providing accurate, timely information about business education. Inform other faculty members that all students can benefit from business education.
4. Conduct in-service programs to inform junior high students about the opportunities available in business education. Current business students and recent graduates now working can relate their work experiences.
5. Communicate with parents. Send a letter to parents of ninth graders explaining the business program. Stress the importance of the occupational courses as life skills and include a course sequence chart to assist in planning a comprehensive high school schedule including business courses.
6. Use course catalogs and student handouts to promote business courses. Write the course descriptions in understandable terms; make the course interesting and useful to the student.
7. Encourage students to use such in-school media as newspapers, yearbooks, bulletin boards, assembly programs, closed-circuit television, and public-address systems in the promotion of business education.
8. Encourage students to support and participate in local, state, regional, and national student organizations.
9. Implement a program which allows business students to apply business education knowledge, attitudes, and skills in a business or other appropriate setting.
10. Assist students in securing appropriate employment.
11. Implement follow-up studies and report the data to the administration and Board of Directors.

An effective public relations policy continues outside the school. Therefore, the business educator should:

1. Establish a close relationship with local businesses and employment agencies. This will be helpful when planning field trips, placing students in jobs, and collecting occupational data.
2. Conduct and collect survey data on career opportunities, duties performed, and equipment used in business. This will help keep your curriculum up to date and allow you to prepare students adequately for available careers.
3. Arrange field trips through which school and community information exchanges will take place.
4. Initiate programs for classroom presentation by resource persons affiliated with the community, business, and industry.

5. Join and support organizations whose membership is composed of representatives from local business and industry.
6. Create and use a representative advisory committee of the school and community to assist in the development, promotion, and modification of the business education program.
7. Develop a means of giving recognition to individuals and groups providing special services to business education.
8. Encourage continuing education programs in business-related education. Post on bulletin boards all appropriate post-secondary business education information available.

SMALL SCHOOLS

The small school often must recognize limits not encountered by the larger school. These limitations center around five areas:

1. Limited faculty available to offer a variety of courses.
2. Limited diversity of faculty certification to cover a wide range of subjects.
3. Limited enrollment to justify a broad course offering.
4. Limited budget to support the acquisition of technically advanced machines.
5. Limited community resource people.

Together these limitations often mean that the breadth and depth of curriculum possibilities will be much more restricted in the smaller schools. While it may never be possible for the small school to adopt a curriculum similar to that of the large school, it may be possible for the small school to enhance the educational opportunities offered to its students in a variety of ways.

Definition of a Small School Business Department

Rather than using enrollment as the basis for small school curriculum recommendations, the number of business teachers in a school can be used. The maximum number of teachers in the small school business department is considered to be one and one-half teachers.

Size categories considered are as follows:

1. One-half time teacher teaching four periods per day.
2. One full-time teacher teaching six periods per day.
3. One and one-half time teachers teaching ten periods a day. Additional sections of classes could be added rather than additional course offerings.

Alternative Instructional Delivery Systems

In high schools where small enrollment and limited faculty seem to preclude a good variety of course offerings, some alternative measures may be employed to enhance the curriculum and to provide for individual or specialized interests.

Combined Courses, Independent Studies, and Alternate Years

Some possible alternatives to be considered are:

1. Combined courses
2. Independent studies
3. Offering courses on alternate years

If courses are open to students from several grade levels, an experienced teacher could probably combine (teach during the same class period) two courses such as Keyboarding/Typewriting I and II, Data Processing and Word Processing, Business Procedures, Shorthand I and II, and Accounting I and II.

The advanced-level courses might be offered as independent studies with the teacher in the role of resource person. This would be appropriate for junior or senior students who have specialized interests such as a beginning accounting student who has a real aptitude for accounting and would like to take an advanced course. After the basics have been taught (perhaps the basic accounting cycle), such a student might finish the first accounting course in one semester if permitted to work at his/her own pace, and take the advanced course the second semester. Or the student might take the Accounting I course in the traditional manner during the junior year, and take the Accounting II course the succeeding year on an independent basis. Other courses which might be offered as independent studies could be Business

Math, Business Communications, Business Law, or any of the II-level courses listed earlier. Independent-study courses need detailed syllabi with specific goals to be reached weekly. Only with good directions will the independent-study student be successful. Each class, if set up on an independent basis, should meet with the instructor at least once a week.

Prerequisite courses probably should be offered every year, but some of the advanced courses and some with no prerequisites might satisfactorily be offered on alternate years.

Advantages:

1. The obvious major advantage of any of these alternatives is the fact that the curriculum would be more attractive for the student, without the additional cost of employing another full- or part-time teacher.
2. A resume showing a good background of business courses would be a decided advantage for the job seeker.
3. Independent-study courses would help the student to develop self-discipline, time-management skills, and responsibility for completing the requirements and meeting the deadlines.
4. The teacher's efficiency would be improved by having more advanced planning and preparation in order to handle the courses.

Disadvantages:

1. Class discussion would be at a minimum or nonexistent, depending upon the number of students taking the course.
2. The instructor would have to prepare the different materials necessary for successful planning, administering, and monitoring combined or independent-study courses.
3. The student taking an independent-study course has to be self-motivated; a student who is not willing to work outside of class time will have a very difficult time being successful in independent-study situations.

Sharing a Teacher

A teacher may teach classes in more than one school by traveling from one school district to another, or by having students transported to the teacher.

Costs: The costs will be shared between the districts. The cost to each district should be less than normal, yet give course availability to all students.

Advantages:

1. The cost will be less; therefore, districts can afford to have more course offerings.
2. If students are moved, equipment can be shared, thus avoiding duplication of expensive equipment.
3. Because a teacher may not be present during lab periods, it is possible to develop student responsibility.

Disadvantages:

1. The teacher may not be present for student practice and for providing additional assistance.
2. The teacher may have difficulty developing school loyalty and a sense of belonging to a system if traveling between two schools.
3. Both schools will still need to maintain individual equipment unless students are moved.
4. Class schedules will have to be coordinated; flexibility of scheduling will be lessened.
5. Time for transportation of teacher or students is non-productive.
6. Organization skills must be highly developed in any teacher who is traveling from one district to another.

State Approved Vocational Programs

The primary objectives of an approved vocational program are to explore different careers, to establish an occupational goal, and to prepare students to enter their chosen occupation.

Students enrolled in a vocational cooperative program receive an opportunity to apply their skills at a training station or a simulation directly related to their occupational goal.

Currently the following criteria must be met to have an approved program:

1. State Board approved program.
2. Certified teacher coordinator.
3. Related instruction class.
4. Cooperative work experience, simulation or laboratory experience.

An interested person or school should contact the Department of Education for the procedures to follow when applying.

Advantages:

1. Students obtain on-the-job skills.
2. Students have an opportunity to apply classroom learning in realistic situations.
3. Students develop leadership skills, self-confidence, human relations skills, work ethics, thrift, civic consciousness, social intelligence, and respect for work.
4. The program provides good public relations for the school. The educational institution forms a partnership with the business community.
5. A greater opportunity for communication with resource people who can assist in staff development activities and who can provide updated information is available.
6. Pride in a program that has been evaluated and approved according to recommended standards is important.
7. Students in vocational programs are able to receive benefits under the wage and hour laws.
8. Increased paperwork allows self-evaluation for program involvement.

Disadvantages:

1. A vocational program limits electives a student may choose.
2. The program may reduce or eliminate the extra-curricular activities in which the student might wish to participate.
3. An increased amount of paperwork is necessary.

Jointly-Administered Programs

There are several variations of jointly-administered programs in use across the state. Three common structures are:

1. Programs between a high school and a community college with the program located at the high school.
2. Programs between a high school and a community college with the program located at a vocational center.
3. Programs between high schools.

School Center.

The first program is located at the home school of the students and is operated as a model office situation. It is basically a vocational program with equipment dollars made available depending upon funding by the state. The teacher is required to have vocational certification and the students must set aside two hours during the school day to work in the model office.

Assistance is provided by the community college in making application for funding and a model office curriculum may be provided for the high school. Arrangements for sharing costs are made between the cooperating agencies.

Vocational Center.

The cooperative effort between high schools and a community college may offer a vocational facility at a central location. Students must then leave their home school to travel to the center for their model office experience.

Between High Schools.

It is possible for students to travel to a neighboring high school to take advantage of a model office situation, on-the-job training, or to take courses not offered at their school.

Advantages:

The advantages of the SCHOOL CENTER are:

1. Equipment dollars are available for the high school and may greatly expand the school's ability to purchase equipment.
2. Students may stay at their home campus and thus be involved in all activities.
3. Students are provided office experience through the model office program.
4. No time is lost in transporting students and no transportation costs are involved.

BUSINESS EDUCATION STUDENTS WITH SPECIAL NEEDS

The Role of the Business Educator

One facet of the role of the business educator--or any other teacher--is to help identify students with special needs (handicapped and/or disadvantaged). However, assisting students with special needs will probably require that the teacher re-examine methods, materials, motivational devices, and evaluation techniques.

Legislation for Special Needs

Education for All Handicapped Childrens Act:

Public Law 94-142, the Education for All Handicapped Childrens Act, has as its primary goal equal educational opportunity for all handicapped individuals who require special services. The legislation stresses the handicapped are to be educated in the least restrictive environment. Since its passage in 1975, the placement of handicapped students in regular classes has occurred with increasing frequency. This process, called mainstreaming, has placed students who have mental, emotional, and physical handicaps in business education classes.

Job Training Partnership Act:

The Job Training Partnership Act, Public Law 97-300, establishes programs to prepare youth and unskilled adults to enter the labor force and affords job training to economically disadvantaged individuals and others facing serious barriers to employment and who are in special need of such training to obtain productive employment.

Carl Perkins Vocational Education Act:

The Carl Perkins Vocational Education Act of 1984, Public Law 98-524, required that the full range of vocational education programs be accessible to all persons, including the handicapped and disadvantaged. This act continues federal assistance for vocational education through the fiscal year 1989. Each state must set aside 10 percent of its federal allotment for handicapped persons and 22 percent for disadvantaged individuals. Each school district in Iowa that has a State Board approved vocational program that serves disadvantaged and/or handicapped students has an appropriation available to provide support to help those students succeed. An application must be filed with the Department of Education to secure the funds. Local teachers should check with their administration about the possibility of making applications.

Standards for Excellence in Business Education, NBEA, was distributed to every secondary and postsecondary business teacher through the IBEA representatives during the 1987-88 school year. These standards are to be used to assist teachers and administrators when evaluating business education programs which should be a continuous process. Included in the standards are the following selected standards relating to special needs students. These should be given special consideration during the evaluation process.

1. Recruitment efforts are focused on the needs, interests, and objectives of individual students.
2. All students are encouraged to visit the business program area.
3. The curriculum is accessible to all students who can benefit including those who are academically disadvantaged.
4. The curriculum is accessible to all students who can benefit including those who are academically average.

5. The curriculum is accessible to all students who can benefit including those who are culturally different.
6. The curriculum is accessible to all students who can benefit including those who are economically disadvantaged.
7. The curriculum is accessible to all students who can benefit including those who are gifted/talented.
8. The curriculum is accessible to all students who can benefit including those who are mentally/emotionally handicapped.
9. The curriculum is accessible to all students who can benefit including those who are physically handicapped.
10. The curriculum is accessible to all students who can benefit including those who are nontraditional.
11. Facilities and equipment accommodate the needs of handicapped persons.
12. Instructional materials are free of age, cultural, and sex bias.
13. Materials are available to meet the needs of special students such as the gifted, economically disadvantaged, and physically handicapped.
14. Business faculty members are involved in developing individualized educational plans for special needs students.
15. Students are made aware of training opportunities for non-traditional occupations.
16. Information processing courseware is free of bias with respect to age, culture, and sex.

The Populations

Disadvantaged means individuals (other than handicapped) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes:

a) Academic Disadvantaged means individuals who score below the 25th percentile on a standardized achievement or aptitude test, whose grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies.
b) Dropouts are resident students who have been enrolled in a public or nonpublic educational institution who withdrew from the institution for a reason other than death or transfer to another educational institution without completing their educational objectives.
c) Potential Dropouts means resident students who are enrolled in a public or nonpublic education institution who demonstrate poor adjustment via high rate of absenteeism, truancy or frequent tardiness; no or limited extracurricular participation; lack of identification with the institution such as expressed feelings of not belonging; poor grades such as failing in one or more subjects or grade levels; and/or low achievement scores in reading or mathematics which significantly deters their potential.
d) Limited English Proficiency (LEP) means students not born in the United States or whose native tongue is a language other than English, or who came from environments where a language other than English is dominant, and who have difficulty speaking and understanding instruction in the English language. The chief administrative official shall determine the method and the staff persons responsible for making identification.
e) Migrant means individuals who have moved regularly to find work, especially in agricultural or related food processing activities, forestry, or fishery. Those persons identified as migrants should have a history of moving for work and have moved in the last 12 months within or across state boundaries.

f) Economic Disadvantaged means those individuals determined to be low income. An institution may use any one of the following standards as an indicator of low income: 1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget; 2) Eligibility for free or reduced-price school lunch; 3) Eligibility for Aid to Families with Dependent Children or other public assistance 4) Receipt of a Pell Grant or comparable state program of need-based financial assistance; and 5) Eligibility for participation in programs assisted under Title II of the JTPA.

Handicapped means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or have specific learning disabilities, or other health impaired persons who, by reason thereof, cannot succeed in vocational education programs without special education assistance or who require a modified program. The term includes:

a) All identified special education students at the secondary level.
b) Students not qualifying for special education services but who need additional help to succeed in vocational education programs and who have a verifiable disability as provided via written psychological, medical, audiological, speech pathology, or rehabilitation reports at the secondary or postsecondary level.

Mainstreaming

Although "mainstreaming" is strongly supported as a way to educate disabled students, it is not the only way and it is not always the best way. Vocational education teachers in Iowa support two primary ways to educate disabled students. They are: MAINSTREAMING and SEPARATE CLASSES FOR THE DISABLED ONLY. In addition, instructors provide extended class time for disabled students to allow them enough time to complete projects. In no case should the standards of the business education program be sacrificed in the process of serving disabled youth. Students who are placed in regular classes should be able to succeed with support. If they cannot suceed with support, alternative placement should be considered.

Before students are placed in vocational education classes, consideration should be given to:

1. Deciding whether the student should be mainstreamed or served in a special vocational education class.
2. Deciding upon clear and measurable objectives of the vocational education class.
3. Identifying the "learning problems" of the student and appropriate teaching strategies that accommodate the learning problem.
4. Clarifying expectations on grading the disabled student's work.
5. Establishing procedures for emergencies and preparing the vocational education teacher to handle questions about mental disabilities.
6. Identifying social/personal behavior characteristics and management strategies that will be needed to ensure acceptance of the students.
7. Identifying what support will be provided by special education teachers and other special education support staff.

At minimum, special education and vocational education teachers should be asking twelve (12) questions about how the students learn and behave. Each question seeks information that will be useful in modifying instruction and altering the environment to accommodate learners. The questions can be used in guiding joint conferences between the vocational education teacher and special education staff. They are:

Can students--

1. Read and understand the material used in the existing vocational education class?
2. Do the math computation necessary for success in the vocational education class?
3. Follow a series of commands without forgetting (listening)?

4. Communicate without difficulty or timidity?
5. Receive criticism without adjustment problems?
6. Transfer thoughts (concepts) to applied situations? Are aids needed?
7. Take responsibility (be dependable in getting to class and finishing assignments, tell the truth, be polite and courteous, maintain grooming and cleanliness)?

Are students--

8. Motivated by competition with others? If not, how are they motivated?
9. Interested in the subject matter?
10. Able to initiate experiences for their own benefit (introduce self, ask for help, give complaint, apologize, give directions, join others)?

How do the students--

11. Learn best: auditorially, visually, doing (identify the strongest mode of learning between visual and auditory)
12. Learn new concepts: fast, slow (identify if speed needs to be worked on)? Is added time necessary?

The proper placement of disabled students in vocational education classes "requires" that the persons making the decision for placement (student, special teachers, administrators, other) recognize the objectives of the classes or the intent of the training. Therefore, a written set of objectives for each vocational education class should be prepared and shared with special class teachers, students, and parents before decisions for placement are made.

Objectives give the vocational education teacher and special education teacher a base to begin determining the specific skills needed to advance within a given class. As well, objectives serve as a base to building individualized education plans for students. If this information is not available, a request should be made to the administration to develop it to allow for better/more informed placements.

The following form was drafted to guide teachers throughout the placement process. The form can be used to guide placement in any vocational course and can be used as a tool for discussion as the student progresses within the course.

Vocational Support Services for Handicapped Students in Vocational Programs

Student's name _____

Grade Level _____

Adult _____

Age _____

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____ Vocational Agriculture
_____ Marketing Education
_____ Trades and Industry
_____ Health Occupation
_____ Home Economics
_____ Industrial Arts
_____ Office Education

Instructional arrangements:

_____ Regular Course
_____ Separate Course--handicapped only
_____ Regular program/extended labs

Specific class: _____

Characteristic of Student

Vocational assessment data show deficits in the following areas:

_____ Communication skills
- _____ Listening
- _____ Reading
- _____ Writing
- _____ Composition
- _____ Speech

_____ Math skills
_____ Responsible behavior
_____ Initiating behavior
_____ Physical abilities
_____ Hearing
_____ Sight
_____ Other (describe)

Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the course:

_____ Specialized vocational counseling--career plans
_____ Extended community involvement
_____ Use of teacher aides--classroom or student organization
_____ Tutorial services and assistance
_____ Integration of basic education and vocational subject matter
_____ Team teaching in vocational programs or student organizations
_____ Curriculum modification (implementation, not development)

I-10

_____ Adaptations in the career/employment goals for individual students
_____ Changes in the rules regarding
  _____ a. time allowed to complete a course or program
  _____ b. time spent in the lab or classroom
_____ Changes in the course of study in an individual student's program
_____ Changes in the way program accomplishments are reported (grading)
_____ Programmed and individualized instruction
_____ Special counseling for personal/social behavior
_____ Special assistance with job readiness (prevocational) instruction
_____ Arrangements for transportation
_____ Specialized equipment
_____ Special support for cooperative work experience
_____ Other (describe)

Check modifications of courses necessary for student participation:
_____ Changes in reading requirements
_____ Changes in listening requirements
_____ Changes in math requirements
_____ Changes in the methods of instruction
_____ Changes in the pace of the instruction
_____ Changes in the sequence of topics
_____ Changes in tools, equipment, or machinery used in the classroom
_____ Changes in the classroom environment
_____ Changes in project or report requirements
_____ Changes in the way tests are given
_____ Other (describe)

BEST COPY AVAILABLE

A CHECKLIST FOR VOCATIONAL EDUCATION TEACHERS

Ideas for Utilization of Carl Perkins Funds for Accommodating Special Needs in Vocational Education Programs

by Dr. Raymond Morley

Vocational education instructors face an awesome challenge in trying to accommodate all special needs populations. Many labels have been established for disabled (handicapped) populations and many problems besides disabilities (i.e., drugs, delinquency, pregnancy, economics, etc.) have been identified which affect student learning and retard student progress. Sorting out all the labels and problems can be confusing.

The following checklist was developed to serve as a tool to consider the special needs of students as they apply to education programs. Basic consideration has been given to problems you can do something about rather than definitions and labels.

All special needs have been classified into five categories: Learning Problems, Economics, Geographics, Physical Restraints and Behavior. Ideas for accommodating the special needs are also listed. Hopefully, the checklist will help vocational educators and advisory committees to identify helpful solutions to special needs at the local level.

Learning Problems	Ideas for Objectives
Reading	Adjustments in reading/testing material into audio tapes for low level readers, LEP or blind
Mathematics	Develop and provide tutorial exercises for students (before, during, after school)
Study skills	Provide for review of technical terms via computer programs/games/drills
Transfer of thoughts	Provide special or added labs to give students more time to complete projects/practice skills
Vocabulary	Develop models and demonstrations that can be used to reinforce learning
Organization	Develop and utilize "cooperative learning" techniques to reinforce organization/study skills
Research skills	Develop practice exercises for use by vocational education and resource teachers
Follow instructions	Utilize aide in classroom to provide individual assistance
Limited English Proficiency	Develop mnemonic exercies for reinforcing meaning/for use by vocational education and resource teachers

Economics	Ideas for Objectives
Low income	Special adjustments in material/tool purchases for low income students
Inability to pay tuition	Provisions for special tools or clothing
Inability to purchase needed material and tools	Student fees provisions/vocational organizations
Inability to purchase clothing, food, or care for children	Outreach to poor students and displaced workers to participate/home visits
	Coordinate child care and education programs

Geographics	Ideas for Objectives
Transportation problems	Provisions for transportation to and from training sites/student activities
Isolated rural settings with few resources or training opportunities	Summer programs in training sites including housing, work experience, recreation, i.e. community college campus
Institutionalized populations (incarcerated, disabled, mental health	Utilization of job corps center(s) to supplement high school program (Denison, Iowa)
Urban concentration of poor, minorities	Parent and student awareness seminars to acquaint them to training opportunities and how to plan for them and get assistance to do it
Migrant populations	

Physical Restraints

Physical facilities not accessible
Needed modification for blind or partially sighted (equipment and facility)
Needed modification for deaf and hard of hearing (equipment and facility)
Needed modification for physical disabilities
New equipment applications (technologies)
Needed tool modifications
Needed special programs in institutions or areas of high concentration of physical disabilities

Ideas for Objectives

Special housing/dorm considerations, i.e., first floor rooms for disabled
Make buildings and shop/lab areas accessible, i.e., conduct studies to determine needs
Special adaptations for deaf, blind and speech impaired, i.e., audio taping for blind students
Application of new technologies to assist physical disabilities to succeed, i.e., talking computers
Modify tools/equipment for operation by blind, deaf or physically impaired
Provide programs/labs to concentrate on adjustments as needed (summer, or after school hours, on weekends)

Behavior

Taking responsibility
Being dependable
Maintaining grooming
Joining others
Asking for help
Listening and responding
Following instructions
Handling negative feedback
Problem-solving
Attending class or work

Ideas for Objectives

Additional activities in projects to practice appropriate related behavior/team learning activities
Behavior management made part of grading system
Special counseling sessions on behavior management, goal setting, problem solving, handling negative feedback, taking responsibility
Implementation of projects with community-based programs concerned with delinquency and crime
Implementation of projects for dropouts and potential dropouts
Implementation of peer helper program on joining others, attending class, taking responsibility, etc.

During a regular teaching day it is easy for a teacher to concentrate heavily on curriculum and lose track of some of the problems special needs students may be experiencing. So the following checklist was designed to assist teachers in periodically reviewing their teaching techniques. Extra effort must be made to reach special needs students.

Reaching Low Achievers-Checklist

	Yes	No
1. Do you call on low achievers less than on high achievers to respond to questions or make classroom presentations?	____	____
2. Do you provide low achievers with less accurate and detailed feedback?	____	____
3. Do you fail to give low achievers feedback on classroom responses?	____	____
4. Do you praise low achievers more frequently than high achievers for marginal or inadequate public responses?	____	____
5. Do you praise low achievers less frequently after successful classroom experiences?	____	____
6. Do you ask low achievers fewer follow-up questions and give fewer clues to answers?	____	____
7. Do you wait less time for low achievers to answer questions?	____	____
8. Do you interrupt low achievers more often when they respond to questions?	____	____
9. Do you provide the answer instead of trying to improve a low achiever's response by giving clues or rephrasing the question?	____	____
10. Do you require less and lower quality work from your low achievers?	____	____
11. Do you locate low achievers in a group or seat them far from the teacher?	____	____
12. Do you pay less attention to low achievers in academic situations--smile less often and avoid eye contact?	____	____
13. Do you use less direct instruction with low achievers and more seat work?	____	____
14. Do you grade low achievers differently, failing to give them the benefit of the doubt in borderline situations?	____	____
15. Do you interact less frequently in public with low achievers?	____	____

* You should answer "no" to all questions.

* If you have 5 or more Yeses--seriously consider changing your behavior.

Material Modification

Modification of instructional methods and materials in vocational courses should be a major consideration in placement and maintaining services for special needs students. The following recommendations have been drafted to alert teachers to potential areas that may need attention.

Vocational education courses require many written assignments and much reading and computation exercises. A lot of different formats are used to present ideas to expedite learning and to make learning more enjoyable. The following 25 ideas are the major suggested ways to modify curriculum materials to accommodate students who learn in different ways. They have been summarized from multiple resources.

1. Written assignments or reading materials should be typewritten or printed to ensure legibility. Typewritten material is best because it ensures consistency in the way it is presented to or encountered by learners.

2. Printed or typed materials should be sharp and not faded.

3. Printed materials should not be crowded together. Single or double spacing between letters could help. Double to triple spacing between lines also helps. When students have trouble writing small enough to fit regularly used writing paper, use wider spaced writing paper when needed.

4. Emphasizing important words helps attract attention to vocabulary. To emphasize words use:
   a. Bigger letters
   b. Darker print
   c. Different color print
   d. Highlighted print in two or more colors (trace over print to highlight)
   e. Boxed-in [words]
   f. Underlining
   g. Smaller letters
   h. Different printing style
   i. L-i-n-e-s b/e/t/w/e/e/n letters

5. The use of simple sentences reduces confusion. A simple sentence should express one thought or one direction.

6. Complex thoughts or multiple directions can be broken down to a simple one-step process. Number each separate part of a set of directions or complex thoughts, and list them vertically on a page, i.e.:
   a. Read Chapter 1 (pages 100 to 131)
   b. Do the 10 questions on the worksheets (pg. 11 of your notebook)
   c. List the words that you do not understand from Chapter 4 on the bottom of the worksheet
   d. Bring your book to class on Thursday
   e. Bring your worksheet for Chapter 4 to class on Thursday

7. Use check-off blanks _____ or boxes [ ] to establish and reinforce task completion. See examples used above. As the student completes the task, he/she can check them off one at a time.

8. Use simple vocabulary when possible. This does not imply avoiding mastery of important vocabulary in vocational training.

9. Color-code worksheets or readings in certain topic areas to help students organize materials.

10. Break large sections of text into smaller parts. Make assignments based on smaller sections of readings. For lengthy chapters or books, establish questions after each page or couple of pages rather than after the whole chapter or book. This will break learning into smaller parts that can be more easily accomplished.

11. For questions on worksheets, give the page number(s) in the text or reading materials where the answer(s) can be found.

12. Repeat important sentences, phrases, or paragraphs by:
   a. Putting them in the margins
   b. [Boxing] them in and emphasizing the print
   c. Doing summaries at the beginning of the text (introductory organizer)

13. Do text in programmed learning format. Text is broken into small sections. A series of questions follows each section. If all questions are mastered, the student goes on. If not, the student rereads--repeats and repeats. Overlearning is emphasized through this approach to curriculum material.

14. Emphasize important concepts, phrases, or sentences by:
    a. Using markers *, [ ], ( ), { }, " ", !!!
    b. [Box the total phrase, concept, or sentence]
    c. Put total sentence or phrase in darker print
    d. Use magic marker to do highlights
    e. Put entire phrase or sentence in BIGGER LETTERS
    f. Use different color print
    g. Underline entire sentence or phrase
    h. Use smaller letters
    i. Use different print style
    j. Highlight sentence or phrase in two or more colors via tracing

15. Use constant terminology throughout text or written assignments when referring to a concept. For example, don't use the word "legacy" in one place and "bequest" or "gift" in another unless (you are certain) the students know the words are synonymous.

16. Use CUES within reading material to direct students.
    a. START [START] (START) START!!!
    b. **STOP** Do worksheet #2
    c. Go to page 24 for vocabulary word meanings
    d. Continue reading after doing Question 9
    e. (MAJOR VOCABULARY WORD)
    f. !!!See page 21 in Student Notebook for explanation of concept!!!

17. Give examples of new terms. For instance, "legal":
    a. Double parking is not legal.
    b. Is it legal for bankers to be on the Municipal Finance Committee?
    c. The girl plans to enter the legal profession.

18. Use captions (comic book style), pictures, maps, or graphs to support the meanings of words or ideas.

19. Game formats increase motivation and/or help to apply concepts and meanings.
    a. Tongue twisters
       Lee's legal lead left Lee lean and leaden.
       Tip typed type until the type tipped Tip.
    b. Word Find
    c. Crosswords
    d. Mystery-solving puzzles
    e. Applied games--stocks and bonds

20. Use duplicate handouts so that students can compare information to the teaching aids being used during the lectures and discussions. For example, the teacher is using a large graphic representation of a ledger in front of the room. The student has the same information on a handout in reduced size.

21. Use **INTERACTIVE TEXT FORMATS** to involve the students in the text.
    a. Leave blanks in the text and have students fill in blanks from text that is read.
    b. Provide outlines of information; have students fill in detailed information in spaces left between outline headings.
    c. Give words and word meanings and have students match the meanings of words. Do the same for concepts!
    d. Give CRISIS situations and selections for solving crises. Match or have students solve crises through their own input.
    e. Give lists of tasks and have students prioritize tasks into proper sequences or preferred sequences via ranking. Do the same for behaviors, safety, procedures, etc.
    f. Provide a problem and have students choose from solutions or provide their own solutions.

22. Use MANIPULATIVE materials to sequence ideas, solve problems, to examine options.
    a. Handouts contain information that is listed and spaced to allow cutting out the text. Students cut out the pieces of information and sort into proper sequences or categories of information. The information could even be in the form of a puzzle.

23. Provide CONCEPT cards instead of concepts being printed on regular handouts. One concept is put on each card. Cards can be reviewed before or after classes. The students can build files of cards. Cards can be used to prepare for tests or labs or contests on problem-solving.

24. Use newspapers for applying learning and transferring learning to real-life situations. Cut out articles--copy--use as is!

25. Support all text via audio-visual reinforcement when possible.

a. Use overhead visuals to review handouts and other materials.
b. Tape record texts so students who can't read can listen.
c. Show films that support concepts and main ideas.
d. Use the chalkboard to review and reinforce handouts and other materials.
e. Use tactile materials and equipment demonstrations as well as audio materials to support curriculum.
f. Use calculators, typewriters, tape records, and computers to allow students who cannot write to do tests, homework, lab reports, etc.

Resources for Modifying Curriculum

Special Education resource teachers in your own building.

Media center and library staff; check with your local librarian and AEA media center director.

Mountain Plains Regional Resource Center, Drake University.

Special Education Consultants (*AEA) for Mental Disabilities.

Special Education Division, Department of Education. Telephone 515-281-3176.

Special Needs Section, Department of Education. Telephone 515-281-3686.

Grading

One of the problems commonly cited in the use of traditional grading procedures is how the marks are determined. In some of the vocational courses of study a majority of the grades or rank in the class may be determined on written tests and written work. The disabled student may experience difficulty in completing written tasks. Written tests and written work may not, therefore, adequately reflect the student's knowledge level. Teachers need to examine very carefully what procedures should be used in determining the appropriate grade or mark. Alternative or supplementary ways of evaluating and reporting student progress could include the use of other measurement devices. For example, the teacher might use some or all of the methods listed below:

a. Class interaction and discussion
b. Class projects
c. Papers
d. Verbal reports
e. Student interviews
f. Anecdotal records of student performances
g. Daily logs of student activities
h. Files maintained on the student
i. Modified tests--verbal, performance, shortened
j. Checklists

By the utilization of some of the above techniques, the teacher may not need to make modifications in the grade reporting system for the disabled student. Instead, the strategy might be to employ alternative ways of assessing the student's progress toward the course objectives. For example, a student who has a severe reading problem but is capable might be evaluated by oral tests. Other students may need to be evaluated on daily tasks and performance to provide a clearer picture of their progress in the course. In these cases, the classroom teacher would modify the evaluation process and not the progress reporting system.

Vocational teachers have often expressed a concern that they cannot vary the competencies for their respective courses for the disabled student. They argue that adjusting grading criteria provides an inaccurate representation of student skills, and further, that industry and business maintain standards which they expect of program graduates; therefore, allowing a student differential criteria for competencies would bring discredit to the school's training program. This is a legitimate concern if the school's vocational program chooses to provide only a letter grade or a dichotomous grade, and does not provide the potential employer with a list of skills or competencies completed by the student.

The question should not be one of standards but rather reporting what skills the student has mastered. This problem can be resolved by the establishment of a competency checklist in a developmental sequence. If requested by the employer and approved by the student or his/her parents, a form containing information on the student's performance should be forwarded at the time of employment.

Tips for Vocational Student Organization Advisors

1. Don't try to go it alone. Use resource staff to help you.
2. Incorporate VSO into your curriculum and into IEP's for your special students.
3. Use evaluation information to modify individual plans.
4. Select instructional strategies that fit learning styles of students.
5. Rewrite reading material or record if it's too difficult for the reader.
6. Develop individualized learning packets on leadership, opening ceremony, etc.
7. Prepare standard agenda forms that students can fill in.
8. Put material like motto or creed on overhead to help students.
9. Prepare scripts to follow when speaking.
10. Make assignments of special students to committees where success is sure.
11. Promote buddy system in meetings to increase involvement of special student.
12. Ask IEP staffing team to solve problems of fees, transportation if physically handicapped, etc.
13. Use service projects to unify VSO--i.e., sponsor families in need, nursing homes, write letters to shut-ins.

Instructional Methods

1. Begin the instruction at the student's level to keep the student motivated, remembering to develop the student's potential at a pace that challenges but does not discourage the student. Do not place too many demands on the student.
2. Design the instruction so the student can see some evidence of success, remembering not to underestimate the student's potential. Avoid oversimplifying the tasks and the instructions for tasks. Students need to be stimulated to develop skills to the highest degree possible.
3. Recognize special instructional problems associated with different rates of development.
4. Enlist the support and help of special education faculty, remedial reading teachers, social workers, guidance counselors, and school administrators in developing instructional techniques and materials.
5. Whenever possible, arrange simulated work situations and actual work experiences to permit active participation in job preparation.
6. Use praise and encouragement rather than criticism and punishment. Give praise when it is deserved and reserve punishment for very, very few cases and only as a last resort.
7. Give positive reinforcement such as complimenting the student after the successful completion of an assignment or task. To help recognize achievement of students:
   a. Post names of students making "great improvement."
   b. Post student work that is particularly good.
   c. Publish in school and local newspapers the names of students achieving any type of success.
   d. Arrange for individual students to demonstrate their various abilities and competencies to local community groups.
   e. Post or publish pictures of students engaged in typing, taking dictation, transcribing from dictation/transcription equipment, or giving reports in a business class.
   f. Publicly announce names of students who are members of student groups, such as Future Business Leaders of America, Distributive Education Clubs of America, Business Professionals of America, etc.
8. Break each instructional unit down into its simplest form, sequencing the information to meet the individual student's needs.
9. Make all efforts student-centered rather than class- or subject-centered; discuss problems individually with students rather than as a whole class.

10. Keep directions short and simple. Present only one set of directions at a time. Be sure the directions are understood before proceeding to the next set of directions.

11. Walk around the room and check work at random,making sure that students have understood and are following directions.

12. Assign work that can be done in class and without long reading assignments.

13. Use role playing to provide a common base for students with different backgrounds and frames of reference. Videotape the role playing and play it back for students to view.

14. Set up a "buddy system," although a better term might be partner or friend; pair students to help each other and to demonstrate skills. Whenever possible, the tutor/learner roles should be reversed to give each student maximum opportunity to learn from the experience.

15. Stress concrete and literal rather than theoretical and abstract ideas.

16. Stress completeness. Do not accept incomplete assignments. Allow as much time as needed to finish an assignment. However, if time spent seems unnecessarily long, break the assignment into smaller parts.

17. Provide assistance to students only when necessary. Stress independence. When given too much help, students hesitate to try difficult tasks.

18. Adjust teaching style to the learning needs of the student.

Vocational Assessment

1. Provide an ongoing assessment about student's aptitudes, interests, work habits, socialization skills, and work attitudes from preschool through graduation.

2. Develop a comprehensive profile of the student's assets and limitations related to vocational program possibilities.

3. Recognize occupational area(s) where student has the most interest.

4. Design IEP(s), Individualized Education Program(s), with emphasis on possible career goal(s). The individualized career program (IEP) is an excellent source for assessing students, identifying individual needs, and developing instructional activities for the learner. Each IEP should include as a minimum:
    a. A statement of the student's present level of education performance.
    b. A statement of annual goals, including short-term instructional objectives.
    c. A statement of the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in the regular education programs.
    d. The projected dates for initiation of services and the anticipated duration of the services.
    e. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are achieved.

Business education teachers should be involved in developing the IEP as either members of the development team or as consultants to that team. The IEP should serve as a guide for curriculum modifications needed to accommodate a handicapped student in a business education program and to document the need for support resources.

Instructional Materials

Most of the business education materials can be used with special needs students with support for those who may have difficulty with the materials. Some specialized materials may be needed with students who have more severe learning problems and physical disabilities.

Business teachers have a special skill that can benefit special needs students--keyboarding. Different levels of performance are achievable: unemployment, personal use, and communication.

a. The highest level of skill is typing/computer keyboarding for employment. The student must be able to keyboard at least 40 words per minute.

b. The second level is keyboarding for personal use. A student is able to communicate, thus using the skill to facilitate situations requiring written communication.
c. The third level of skill is keyboarding for communication. A student who is unable to communicate verbally or in writing can use the typewriter/computer as a tool for communicating to others.

The following resources are suggested for assisting special needs students to achieve their maximum level of keyboarding skill.

Typing for the Physically Handicapped
By: Jack Heller
Gregg Division/McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

The book identifies the most common disabilities and provides methods of teaching that accommodate the disabilities. Nineteen specially developed keyboard charts and drills for students with missing fingers are included. The charts show which fingers to use for home-row keys and which fingers to use on each of the other keys.

Another source by Heller is Typing for Individual Achievement. Two books are available: a student text and a teacher's resource text with audio tapes. Twenty-two lessons are designed to accommodate learners at all skill levels, which makes it uniquely applicable to special needs learners.

Other sources are as follows:

VTEK
1625 Olympic Boulevard
Santa Monica, CA 90404
(Vision, speech, and Braille products)

American Printing House for the Blind, Inc.
P.O. Box 6085
Louisville, KY 40206-0085
(Vision, speech, and Braille products)

STUDENT ORGANIZATIONS

The commitment to student organizations stems from the belief that the total development of individuals is essential to the preparation of competent workers. Research and experience have shown us that student organization activities are one of the most effective ways to teach some of the critical skills that are necessary if our students are to reach their fullest potential. The organizations are designed to allow students a vehicle for exploring their interests in an occupational field and to learn and refine leadership, social, and citizenship skills. A significant part of their appeal is the opportunity they provide for sharing interests with students in other communities throughout the country.

Student organizations link the development of human relations skills to work, helping students to see that personal qualities are as important as specific job skills in assuring success in their chosen occupations. It is this special connection to work that sets these organizations apart from other groups students might choose to join.

In 1974, the Department of Education (formerly the United States Office of Education) recognized the vital role of the student organizations in a policy statement establishing the fact that these groups were intracurricular activities and that federal monies could be used for certain activities of the organization. This made it possible for business educators to integrate activities into the regular laboratory or classroom curriculum rather than limiting organization work to what could be done outside regular school hours.

Student organizations are one of the most highly visible components of business education programs and a means for linking students and educators to all other segments of the community. Student organization activities are good public relations tools. They promote a general public awareness of the good work that students in business education programs are doing to better themselves, their communities, states, the nation, and the world.

Working with civic, social, business, and labor groups on community projects is an excellent way of getting students oriented to the adult world. This contact helps these groups see and shape the next generation of workers. Often the student organization work in the community provides the impetus needed to get representatives of business and industry involved in advisory councils that give valuable guidance to the instructional program.

Vocational Understanding

Of course, the primary objective of any vocational education program is to prepare students to enter their chosen occupation or to establish an occupational goal. Student organization activities can aid in achieving this objective by providing opportunities for students to see many facets of the world of work. They can also help students set goals for improving their employability and productivity levels since activities emphasize high standards of job performance.

Your students' work lives will stretch over 40-50 years. Students should begin to set some long-range goals for themselves. Long-range goals may answer such questions as, "Where will I be twenty years from now?" "Will my occupational pattern change over time?"

Students should understand that the basic skills they are learning now could be applicable in a variety of occupations. Because of rapidly changing technology and other factors, the average person will change occupations four or five times during the working life. Career planning at an early age may help make students more flexible in accepting the inevitable changes.

Leadership Development

Student organization activities provide opportunities for members to develop competent and effective leadership skills such as basic management techniques, knowledge of club business procedures, and decision-making abilities. Leading or participating in committee activities, group discussions, and chapter meetings provides opportunities needed to learn how to handle a variety of situations that are likely to be duplicated in the workplace.

Teaching leadership also helps the student develop the ability to follow. Most leaders know how and when to follow. From leading and following, the student begins to understand the true meaning and importance of cooperation. Cooperating with others on a committee is the primary way in which the work of the student organization gets done. Once students acquire the habit of cooperating, they will find that they can advance faster and further than those who have never learned this skill.

Civic Consciousness

Students who have learned about community involvement through participation in various student organization activities and projects are more likely to seek leadership positions in the community as adults.

Young people sometimes have a tendency to revolt against the "system." Often their revolt is caused by a lack of understanding of the inner workings of our democratic system with its opportunities for individual freedom. Helping students to understand the workings of government and the most effective way to change it will allow them to become active and contributing adults.

Social Intelligence

Learning to function in social situations is an important part of getting along in today's society. Student organization activities can help students learn how to talk to others, to use good manners, to make friends easily, and the other amenities that will allow them to function in almost any situation.

Building Self-Confidence

We all set limits for ourselves. These limits are based primarily upon our past successes and failures. The chapter advisor can provide opportunities for students to achieve success. Once they are successful, students' self-confidence grows.

Thrift

Thrift not only means saving money but also saving time. The ability to plan the use of time and money will be a valuable asset throughout life. By being involved in budgeting time and money in a student organization, students form a habit with lifetime benefits.

Scholarship

Scholarship is more than the ability to read, write, and speak. Scholarship is as much an attitude as anything else. Scholars do their work neatly, completely, and punctually. They know, within reasonable limits, what work will be acceptable, and the amount of time and effort required. They also take pride in their accomplishments.

Effective Use of Leisure Time

With our work day and work week becoming shorter all the time, we must give more thought to our leisure-time activities. Hobbies or other avocational activities are enjoyed during this time. One's activities should promote a feeling of accomplishment. Students often need guidance as to just how to use leisure time and experience in a student organization can provide that guidance.

Spirit of Competition

The American way of life is based upon the competitive spirit. Competition with oneself or others is stressed from the cradle to the grave. We compete for the love of our parents, for attention from our peers, for jobs and promotions, and with ourselves when we try to improve in any way. The competitive activities of the student organizations are food for our competitive appetite. The most valuable aspect of competitive activities is the emphasis on building excellence by teaching students to compete with themselves, not others, for perfection.

Respect for Work

Today the news media are full of reports about the problems occurring in business and industry because of a general lack of respect for work. It appears that with the coming of the industrial revolution and now the age of technology, our pride in craftsmanship has suffered. The student organizations are becoming widely known for their efforts in rekindling the spirit of pride in craftsmanship.

Ethics

Every occupation or profession is bound by a code of ethics. A code of ethics is the standard by which people in an occupation or profession conduct themselves. Students can learn about and begin to practice the ethics of their chosen profession through the student organization.

Understanding Employer/Employee Relationships

Employees are directly dependent upon employers, and employers are directly dependent upon employees. Both groups must work together if production is to take place. Students must understand the interdependence of management and labor if they are to take their rightful place in the business world. All of the objectives of student organizations are directed toward one ultimate goal--self-improvement. The greatest challenge that any vocational teacher faces is that of helping students build their self-esteem.

Business Professionals of America

This is a secondary and postsecondary student organization that is an integral part of the educational program designed for developing vocational competency, leadership, and professionalism in business occupations at the local, state, and national levels.

Distributive Education Clubs of America

DECA--Distributive Education Clubs of America--identifies the program of student activity relating to marketing and is designed to develop future leaders for marketing and distribution. Its purposes are to develop a respect for education in marketing and distribution which will contribute to occupational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

Future Business Leaders of America--Phi Beta Lambda

FBLA-PBL is a national association of intermediate, high school, community college, college and university students and their alumni interested in business or business education careers. Membership is open to any student currently enrolled in a business course. The organization has a complete program of leadership development at the local, state, and national levels. It operates as an integral part of the business curriculum to create more interest in and understanding of American business enterprise.

Future Secretaries Association

FSA is an organization for any student enrolled in a secondary or postsecondary program. FSA is sponsored by Professional Secretaries International (PSI); and with their guidance, the students have opportunities to plan educational programs, civic projects, and social activities. The objectives of the association are to stimulate interest in the secretarial profession, develop a better understanding of secretarial responsibilities, and provide the basics necessary for the preparation of future professional secretaries.

LOCAL/REGIONAL VOCATIONAL TRAINING DEMANDS (EMPLOYMENT STANDARDS)

Business education has traditionally encompassed two major emphases: (1) to provide education for and about business so that students would leave school with personal economic competence to conduct their own personal business affair successfully, and (2) to provide education for successful careers in business as employees in a competitive job market or as owners and managers of business.

Good business education programs will reflect both emphases, but not necessarily as separate entities. The current trend is to create programs that reflect both employer and employee needs, realizing that personal economic success is largely dependent upon the individual's career. How, then, do business educators provide this education? Demands of the prospective employers who will hire the products of business education in our schools provide excellent guidance. Local surveys, interviews, and published research projects reveal the needs; related course content changes can be made accordingly. This information should be updated from time to time, of course.

How important is it for students to have job-entry skills upon high school graduation? According to data collected by the Guidance Services of the Iowa Department of Education, 62 percent of 33, 591 students who graduated from the state's high schools in the spring of 1986 went on to higher education or some other type of postsecondary training in the 1986-87 school year. This means, of course, that about one third (12, 764) of the students were candidates for immediate employment. In that same year there were 5, 574 dropouts (grades 7 through 12), who emerged, with even less preparation, into the world of work.[1]

The same sources that provide guidance for students in making career choices can also be helpful sources for business educators to prepare students to fulfill those career choices. One such guide is the Career Information System of Iowa. The Iowa Department of Education developed CISI in 1974 to provide Iowans with vitally needed career information. It is updated each year and used in over 90 percent of Iowa's secondary schools.

Besides giving a description of each job title, CISI gives a job description and tells the individuals what they should be able to do to get the job. Other information includes entry-level average wage and wage range, working conditions, employment outlook and hiring requirements, preparation and training needed, helpful high school subjects, where to get the needed training, and where to get more information.

Job Service of Iowa is an excellent source of information for applicants looking for a first job, changing occupations, or re-entering the labor market. Hundreds of employment opportunities are listed daily in the state's largest job agency, which has branch offices throughout Iowa. The basic function of Job Service is matching qualified workers with available jobs listed in a computerized system throughout the state. It is the largest single source of job listings in Iowa, and no fee is charged to the job seeker.

The following paragraphs summarize the labor demand according to Jone Culp of the Department of Employment Services.

Clerical and administrative jobs in the state of Iowa numbered 189,400 in 1986. By 1989 the number is expected to increase to 192,400. Clerical and administrative positions are the cornerstone of every company. Sixteen percent of all jobs are clerical and support positions in Iowa.

Culp also says the greatest number of clerical and administrative openings in 1988-1989 will be for bookkeepers, accounting clerks, general clerks and secretaries. Employers are seeking workers who can operate machines, such as keyboards and

calculators. They also need workers who have good oral and written communication skills; can read and follow instructions; and can adapt to changing equipment, job duties, and priorities. Administrative clerks, also in high demand, usually work for small companies. The duties entail bookkeeping, billing, and accounts control; payroll and accounts receivable; typing and taking dictation; data entry and personal computer skills; filing and setting up records.

The source of most clerical job openings listed with Job Service are business services, including temporary employment agencies, credit reporting agencies, computer and data processing, and telemarketing firms.

Professional and technical positions are expected to increase from 207,000 in 1986 to 208,600 in 1988-1989.

Accountants and aduitors will make up 7,300 of those jobs, while programmers and systems analysts will be 6,200.[2]

Good communication skills are frequently listed as required competencies. In an article published in the NBEA yearbook, VanHuss states:

estimates indicate that of the time spent communicating, approximately 45 percent is spent listening, 30 percent is spent speaking, 16 percent is spent reading, and 9 percent is spent writing. The business education curriculum must provide opportunities for students to develop competencies in listening, speaking, reading, and writing as well as opportunities to develop sensitivity in nonverbal communications . . . The vocabulary used in instructional materials for business classes should be realistic and comparable to the vocabulary used in modern offices.[3]

According to The Source, we are in the transition period between the Industrial Age and the Information Age. Even though many uncertainties face us, changes brought by the Information Age are affecting our work lives. Employees in occupations in all sectors, including the following, need computer skills:

Transportation. Telecommunications devices and the computerization of everything from clerical details to airline piloting are reducing costs.

Financial Services. Financial institutions are consolidating and computerizing data.

Trade. Using electronic means for sales and orders, decrease product costs, and offering more customer conveniences are common practices.

Services. Service occupations are taking advantage of artificial intelligence/expert systems and basic computer/communication capabilities to improve the quality of business transactions and also lower costs.[4]

Educators need to adjust course content to reflect the changes illustrated in the preceding examples.

In conclusion, business employment demands in Iowa include:

1. Good work habits.
2. Positive attitudes.
3. Acceptable personal appearance.
4. Traditional business skills from the most basic to the highly skilled levels of competence, with heavy emphasis on keyboarding.
5. Well-developed skills in reading, writing, speaking, listening, and nonverbal communication.
6. An understanding of the computer as a tool in an integrated office information system.

It is hoped that students will demonstrate positive attitudes by their willingness to be flexible, to stay current in their chosen fields, and to seek retraining as technology advances.

Information on employment standards can be found in the following sources:
Surveys of local employers
Conventions, conferences, workshops
Advisory councils
Current business education publications
Want ads
Personnel officers
Current employees
Private employment agencies
Recent graduates
Career Information System of Iowa
Job Service of Iowa
The Source, Jobs and Careers in Iowa
Labor Market Information, Department of Employment Services

References

1. Edward Ranney, Bureau of Instruction and Curriculum, Department of Education, Des Moines, Iowa, School Year 1986-87.
2. Jone Culp, Labor Market Information, Department of Employment Services, Des Moines, Iowa, March, 1988.
3. Susie H. VanHuss, "Impact of Technology on Communications and Interpersonal Relationships," NBEA Yearbook No. 19 (Reston, Virginia: National Business Education Association, 1981), p. 21.
4. The Source, Jobs & Careers in Iowa (Des Moines, Iowa: Iowa State Occupational Information Coordinating Committee, 1987- 88), pp. 1-2.